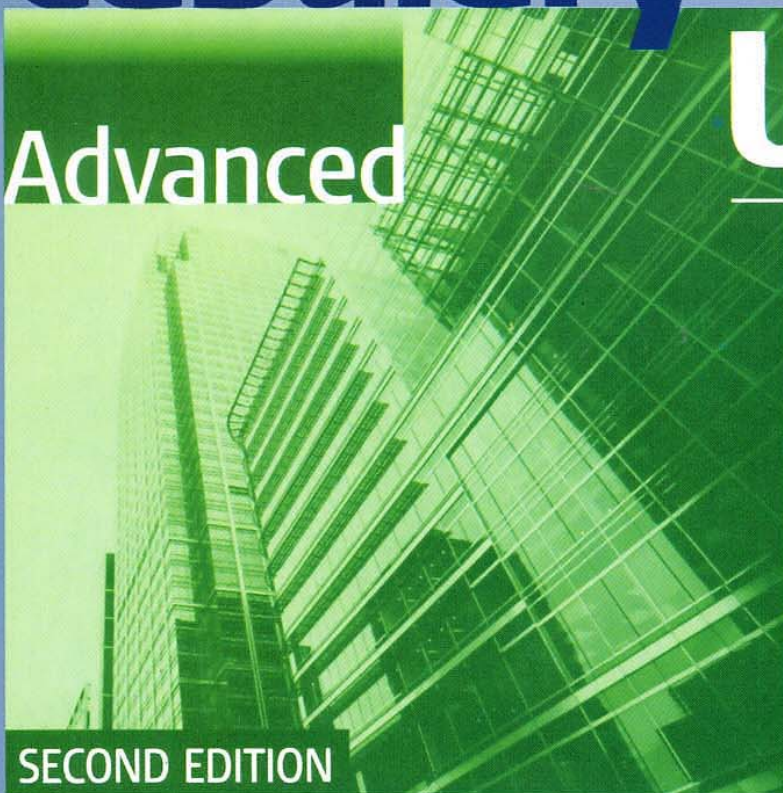


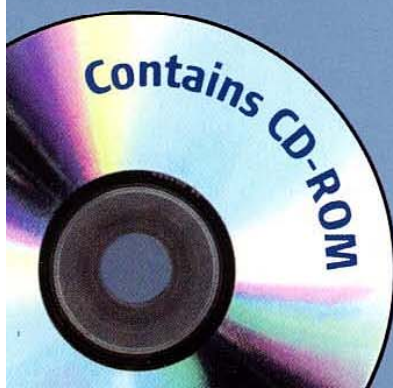
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Business Vocabulary in Use

Advanced



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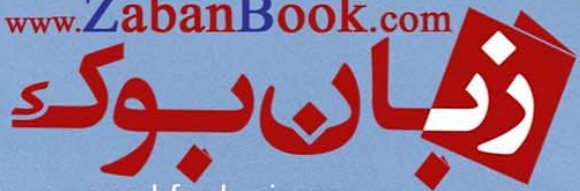
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Business Vocabulary in Use Advanced explains words and expressions used in a variety of work-based situations and provides practice in using the language. This includes 'Over to you' activities so you can apply what you learn to your own work or study.

With vocabulary drawn from the Cambridge Business English Corpus – a collection of real English compiled from authentic sources including business magazines, professional journals and educational books – you can be sure that the language you're learning is up-to-date, relevant and natural.

Business Vocabulary in Use Advanced is particularly useful for self-study and includes a comprehensive answer key.

Also available: *Business Vocabulary in Use Intermediate*
Grammar for Business
Cambridge Advanced Learner's Dictionary

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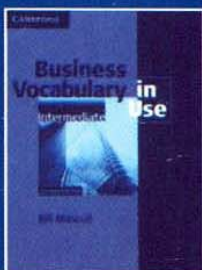
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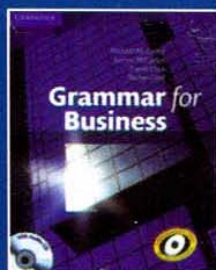


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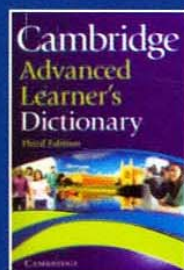
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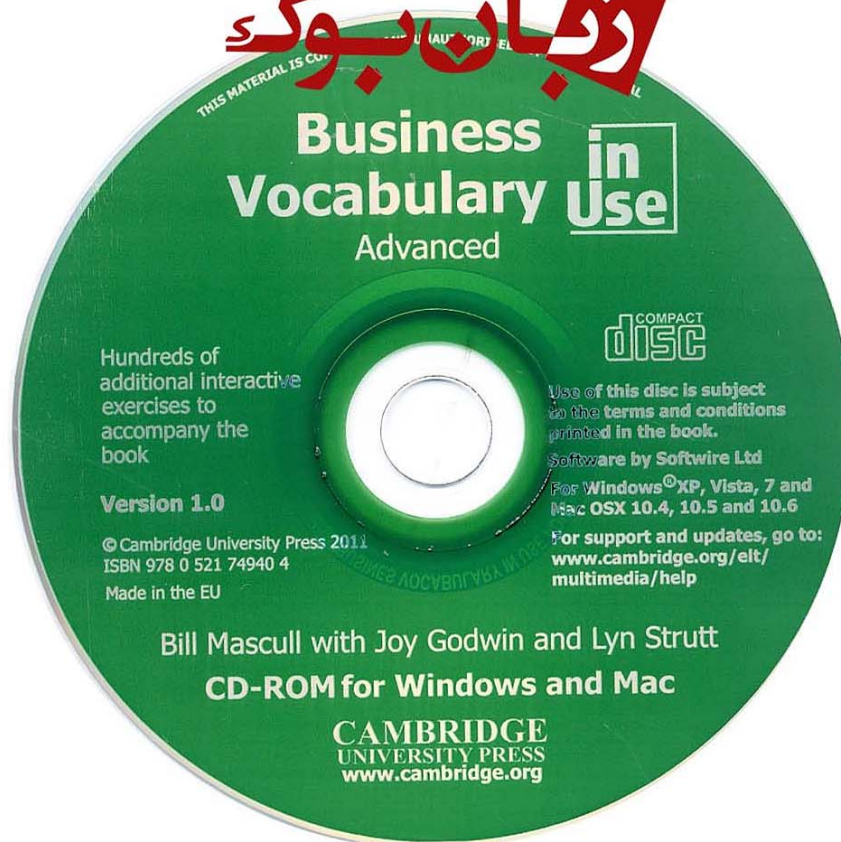
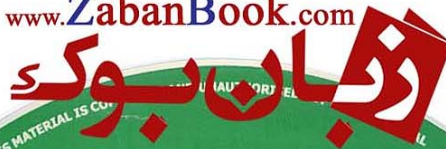
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Advanced

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Contents

INTRODUCTION

8

THE HUMAN DIMENSION

1 Job satisfaction

10

- A My work is so rewarding
- B I like the teamwork
- C I like the perks

2 Management styles 1

12

- A Motivation 1
- B Motivation 2
- C Theory X and Theory Y

3 Management styles 2

14

- A Hygiene factors
- B Motivator factors
- C Empowerment

4 Employment and employability

16

- A Outsourcing
- B Employability
- C Freelancers and portfolio workers

5 Flexibility and inflexibility

18

- A Ways of working
- B Job flexibility
- C Job protection

6 Work-life balance

20

- A Stress
- B The causes of stress
- C Quality of life

7 Managing talent 1

22

- A Talent
- B Recruiting talent
- C Managing talent

8 Managing talent 2

24

- A Talent management 1
- B Talent management 2
- C Mentoring and coaching

9 Team building

26

- A Teams
- B Team players
- C Stages of team life

10 The right skills

28

- A Hard and soft skills
- B Emotional intelligence 1
- C Emotional intelligence 2

11 Equality and diversity

30

- A Equality
- B Diversity
- C Word combinations with 'diversity'

QUALITY

12 What is quality?

32

- A Quality in manufacturing
- B Quality in services
- C Widening the definition of quality

13 Quality standards

34

- A Standards and certification
- B ISO 9000 and others

14 Quality and people

36

- A Investors in People
- B The EFQM Excellence Model

15 Striving for perfection

38

- A Benchmarking and best practice
- B Six Sigma quality

COMPETITIVE STRATEGY

- 16 Strategic thinking** 40
- A Strategy
 - B Word combinations with 'strategic'
 - C Companies and markets
- 17 Competition** 42
- A Competition
 - B 'Competing' and 'competitive'
- 18 Companies and their industries** 44
- A Competitive forces
 - B SWOT analysis
 - C Be good at something
- 19 Key strategic issues** 46
- A Industries and their players
 - B Mergers and acquisitions (M&A)
 - C Make or buy?
- 20 Innovation** 48
- A Innovation and the development process
 - B Pioneers and followers
 - C Shakeout and consolidation
- 21 Preparing for the future** 50
- A Scenario planning
 - B Futurology
 - C Risk management

MARKETING

- 22 The four Ps and beyond** 52
- A The four Ps
 - B Three more Ps
- 23 Customer satisfaction** 54
- A The four Cs
 - B Customer expectations
 - C Customer dissatisfaction

24 Knowing your customers 1 56

- A Market intelligence and market research
- B Research stages
- C Marketing plans

25 Knowing your customers 2 58

- A Segmentation
- B Customer groups
- C New technologies, new concerns

26 Knowing your customers 3 60

- A Data and databases
- B Customer relationship management

27 Brands and branding 62

- A Brand equity
- B Brand positioning and differentiation
- C Brand stretching

28 Global brands 64

- A Steps abroad 1
- B Steps abroad 2
- C Think global, act local?

LOGISTICS

29 Supply chain management 66

- A Manufacturing
- B Vertical integration
- C Retailing

30 Logistics 68

- A Logistics
- B Word combinations with 'logistical'
- C Reverse logistics

31 Outsourcing and offshoring 70

- A Outsourcing
- B Business process outsourcing
- C Offshoring

THE INTERNET AND ITS USES

- 32 The evolving Web 1** 72
 A Broadband Internet
 B Mobile Internet
 C Moore's law
- 33 The evolving Web 2** 74
 A Web 2.0
 B Keeping in touch
 C Website attractiveness
- 34 Knowledge and the Internet** 76
 A Knowledge creation
 B Intranets
 C Global communities
- 35 Internet security** 78
 A Attack and defence
 B Cybercrime
 C Privacy and confidentiality
- 36 Internet selling** 80
 A E-commerce
 B B2C
 C B2B
- 37 Intellectual property** 82
 A Downloading
 B Copyright infringement
 C Digital rights management

COMPANY FINANCE

- 38 Financial performance** 84
 A Finance
 B Financial reporting
 C The financial year
 D Shareholders, bondholders and lenders
- 39 Profit and loss account** 86
 A Accruals accounting
 B Profit and loss
 C Earnings

- 40 Balance sheet 1** 88
 A Assets
 B Depreciation
- 41 Balance sheet 2** 90
 A Liabilities
 B Shareholders' equity
- 42 Cashflow statement** 92
 A Cash inflows and outflows
 B Types of cashflow
- 43 Comparing performance** 94
 A Profit and profitability
 B Investment ratios
 C Return on equity
 D Leverage
- 44 Shareholder value** 96
 A Yield
 B Price-earnings ratio
 C Maximizing shareholder value
- 45 Accounting standards** 98
 A Audits and their transparency
 B International standards

BOOM AND BUST

- 46 The business cycle** 100
 A Key indicators
 B The business cycle
 C Boom and bust
- 47 Bursting bubbles** 102
 A Bubbles
 B The credit crunch
 C The real economy

CORPORATE RESPONSIBILITY

- 48 Corporate social responsibility** 104
- A Ethics
 - B Accountability and transparency
 - C Corporate social responsibility
- 49 Social reporting** 106
- A Social reporting
 - B Word combinations with 'social'
 - C Labour standards
- 50 Green issues** 108
- A Environmental damage
 - B Eco-friendly products
 - C Recycling
- 51 Climate change** 110
- A Global warming
 - B Carbon management
 - C Carbon trading
 - D Carbon capture
- 52 Corporate governance** 112
- A Board organization
 - B Separation of roles
 - C Rewards for success (and failure)
- 53 Ethical investment** 114
- A Activist shareholders
 - B Controversial products
 - C Socially responsible investment

THE GLOBAL ECONOMY

- 54 Globalization** 116
- A Paths to prosperity
 - B GDP and GNI
 - C Globalizing trends
- 55 Investment and debt** 118
- A Direct investment
 - B Borrowing
 - C Word combinations with 'debt'
- 56 Trade** 120
- A Dismantling the barriers
 - B Protected industries
 - C Fair trade
- 57 The BRIC economies** 122
- A Emerging economies
 - B Similarities
 - C Differences
- 58 International aid** 124
- A Humanitarian aid
 - B Development aid
 - C The aims of aid
- 59 Sustainable development** 126
- A Sustainability
 - B New technologies
 - C The triple bottom line

INTERCULTURAL ISSUES

- | | | |
|-----------|---------------------------------|------------|
| 60 | Intercultural teams | 128 |
| A | Cultural issues | |
| B | International teams | |
| 61 | Intercultural meetings | 130 |
| A | Meeting preparation | |
| B | Cultural preparation | |
| C | Running the meeting | |
| 62 | Intercultural networking | 132 |
| A | The right attitude | |
| B | Good etiquette | |
| C | Business cards | |

WRITING

- | | | |
|-----------|----------------------------|------------|
| 63 | Business writing 1 | 134 |
| A | CVs | |
| B | Job enquiry | |
| 64 | Business writing 2 | 136 |
| A | Invitation | |
| B | Acknowledgement | |
| 65 | Business writing 3 | 138 |
| A | Outlines | |
| B | Openings and introductions | |
| C | Describing visuals | |
| 66 | Business writing 4 | 140 |
| A | Linking ideas | |
| B | Forecasts | |

Answer key	142
-------------------	------------

Index	161
--------------	------------

Introduction

Who is this book for?

Business Vocabulary in Use Advanced builds on the success of *Business Vocabulary in Use Intermediate*. It is designed to help advanced learners of business English to improve their business vocabulary. It is for people studying English before they start work and for those already working who need English in their job.

The emphasis is on language related to today's important, and sometimes controversial, business issues.

You can use the book on your own for self-study, or with a teacher in the classroom, one-to-one or in groups.

How is the book organized?

The book has 66 two-page units. The first 59 of these are **thematic** and look at the vocabulary of business areas such as human resources, quality, strategy, logistics, IT, marketing, finance, corporate responsibility and the global economy.

There are then three units which focus on the language of the **skills** needed for doing business across cultures. The final four units develop business writing skills.

The left-hand page of each unit explains new words and expressions, and the right-hand page allows you to check and develop your understanding of the words and expressions, and how they are used through a series of exercises.

There is **cross-referencing** between units to show connections between the same word or similar words used in different contexts.

There is an **Answer key** at the back of the book. Most of the exercises have questions with only one correct answer. But some of the exercises, including the **Over to you** activities at the end of each unit (see below), are designed for writing and/or discussion about yourself and your own organization or one that you know.

There is also an **Index**. This lists all the new words and phrases which are introduced in the book and gives the unit numbers where the words and phrases appear. The Index also tells you how the words and expressions are pronounced.

The left-hand page

This page introduces new vocabulary and expressions for each thematic or skills area. The presentation is divided into a number of sections indicated by letters: A, B, C, etc., with simple, clear titles.



In this second edition of *Business Vocabulary in Use Advanced*, explicit reference is made to the business material in the **Cambridge International Corpus (CIC)** – business pages of newspapers, business textbooks, and business meetings and discussions. The texts are stored in a database, which is searchable in various ways to reveal the patterns of business usage. The database has been exploited to identify typical word combinations found in the data, and there are notes about their relative frequency.

As well as explanations of vocabulary, there is information about typical word combinations. Again, the CIC has been a prime source of information about these.

There are notes on the relative frequency of different words, for example:

Note

Pass, omit or skip a dividend occur in this order of frequency. There is no difference in meaning.



There are notes about differences between British and American English, for example:

Note

BrE: labour; AmE: labor
BrE: trade unions; AmE: labor unions

The right-hand page

The exercises on the right-hand page give practice in using the new vocabulary and expressions presented on the left-hand page. In gap-filling exercises, four-centimetre writing lines indicate that more than one word is needed to complete at least one of the gaps in the exercise; two-centimetre writing lines indicate that one word only is needed in each gap. Some units contain diagrams to complete or crosswords.

'Over to you' sections

An important feature of *Business Vocabulary in Use Advanced* is the **Over to you** section at the end of each unit. There are sometimes alternative **Over to you** sections for learners who are in work and for those who are studying pre-work. The **Over to you** sections give you the chance to put into practice the words and expressions in the unit in relation to your own professional situation, studies or opinions.

Self-study learners can do the section as a written activity.

In the classroom, the **Over to you** sections can be used as the basis for discussion with the whole class, or in small groups with a spokesperson for each summarizing the discussion and its outcome for the class. The teacher can then get students to look again at exercises relating to points that have caused difficulty. Students can follow up by using the **Over to you** section as a written activity, for example as homework.

The Answer key now contains sample answers for the **Over to you** questions.

How to use the book for self-study

Find the topic you are looking for by using the Contents page or the Index. Read through the explanations on the left-hand page of the unit. Do the exercises on the right-hand page. Check your answers in the Answer key. If you have made some mistakes, go back and look at the explanations and the exercise again. Note down important words and expressions in your notebook.

How to use the book in the classroom

Teachers can choose units that relate to their students' particular needs and interests, for example areas they have covered in coursebooks, or that have come up in other activities. Alternatively, lessons can contain a regular vocabulary slot, where students look systematically at the vocabulary of particular thematic or skills areas.

Students can work on the units in pairs, with the teacher going round the class assisting and advising. Teachers should get students to think about the logical process of the exercises, pointing out why one answer is possible and the others are not (where this is the case).

CD-ROM

This second edition of *Business Vocabulary in Use Advanced* is available in two versions. You can either use the book on its own or with the CD-ROM, a major innovation. This includes an audio file for every key word and expression in the book, with its pronunciation and an example sentence. In addition, there are two extra exercises for each unit of the book, thirteen summary tests so you can check your progress, and even some vocabulary games.

We hope you enjoy using *Business Vocabulary in Use Advanced*.

A My work is so rewarding

'I work in advertising. I love my work! It's really **rewarding** and **stimulating** – satisfying and interesting. **Originality** and **creativity** are very important in this industry, of course; we have to **come up with** – produce – lots of new ideas.

'No two days are the same. I could be contacting film companies for new advertising campaigns one day and giving client presentations the next. I like the **client contact** and I am very much **hands-on** – involved with the productive work of the agency rather than managing it.

'When I joined the agency, I **hit it off with** my colleagues immediately. I still **get on well with** them and there's a very good **rapport** between us. This is all part of my job satisfaction.'



B I like the teamwork

'I'm an aircraft engineer. I work on research and development of new aircraft. I love **putting ideas into practice**. I like **working on my own**, but it's also great being part of a team. I like the **teamwork** (see Unit 9) and the **sense of achievement** when we do something new. And of course, the planes we produce are very beautiful.

'Is there anything I don't like? I dislike days when I'm **chained to a desk**. I don't like **admin** and **paperwork**. Sometimes I feel I'm **snowed under** – there's so much to do I don't know how to deal with it. And in a large organization like ours, there can be a lot of **bureaucracy** or **red tape** – rigid procedures – that can slow things down.'



C I like the perks

'I'm in luxury goods sales. I have some nice **perks**, like a company car. I have to meet demanding sales targets every month, so the work can be very **stressful** (see Unit 6). But I enjoy the **flexibility** that I have in working when I want to without **someone breathing down my neck** all the time. Unlike my husband, who has to travel into London every day, I don't have to **commute** to an office – I'm out seeing clients most of the time. My boss allows me to **telecommute** – I can **work from home** when I'm not seeing clients. I only get two weeks a year **vacation time**. If there's a family emergency, I can take **time off** without having to ask my boss. I work quite **long hours** – about 60 hours a week – but I enjoy my job.'



Note

BrE: holiday
AmE: vacation

1.1 Complete the sentences with expressions from A opposite.

- 1 Work that is satisfying and interesting is and
- 2 If you spend time with customers, you have
- 3 If you have a good working relationship with your colleagues, you them.
- 4 If you do the actual work of the organization rather than being a manager, you are
- 5 If you want to say that work is not repetitious, you can say '.....'.
- 6 and are when you have new and effective ideas that people have not had before.

1.2 The aircraft engineer talks about his work. Complete his statements with expressions from B opposite.

- 1 I don't always like working with other people. I like
- 2 It's great to see what I learnt during my engineering course at university being applied in actual designs. I like
- 3 I hate it when there is a big stack of documents and letters on my desk that I have to deal with. I don't like and
- 4 I love the when we all work together to create something new.
- 5 It's rare, but sometimes when I come into the office and see a huge pile of work waiting for me, I feel
- 6 When we see a new plane fly for the first time, we all feel a great
- 7 I get frustrated when you have to get permission to spend anything over £50. I don't like and

1.3 Look at C opposite. Put four of the headings in the correct places in this article.

Commuting Hours worked Stress Telecommuting Time off Vacation time

Most satisfied employees work longer

People who are satisfied on the job have the best perks in areas you might expect, but they actually put in longer hours than less satisfied employees, according to a new survey. Workers who expressed satisfaction at work had substantially better conditions across the board, with easier unscheduled time off and better telecommuting options.

Satisfaction vs. (1)

There are a lot of workers who are both stressed and extremely satisfied. Forty per cent of respondents in the most satisfied category said they were above the average in feeling stress, according to the study. But that number jumped to over half of respondents in less satisfied categories.

(2)

The distance people travelled to work wasn't as correlated to stress and satisfaction as most other categories. The most satisfied workers did have the shortest journeys – 85 per cent reported under an hour. But that category had almost as many journeys of over two hours as others.

(3)

The hours category showed a real shocker – that extremely satisfied employees are putting in a lot more time at work than others. They worked 56 hours a week on average – 11 hours more than the least satisfied group.

(4)

Overall, 16 per cent of respondents said they could work from home any time they pleased, 28 per cent could do so with their manager's approval and 55 per cent were not allowed to. Satisfied workers had more work-from-home options than other respondents, with only 38 per cent saying that this was never an option.

Over to you



Talk about your own job, or one you would like to have, in relation to the headings in the article above.

2 Management styles 1

A Motivation 1

Yolanda is a senior manager of a car rental firm:

'I believe that all our employees can find **satisfaction** in what they do. We give them **responsibility** – the idea that the decisions they take have a direct impact on our success – and encourage them to **use their initiative** – they don't have to ask me about every decision they make. My style of management is **participative** – employees take part in the **decision-making process**. They are given a sense of **empowerment** (see Unit 3).

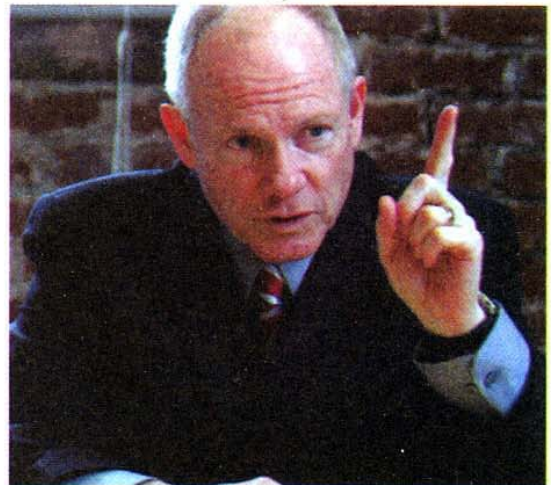


'We hope this feeling of empowerment gives employees the feeling that they are **valued** – with management knowing the effort they make. We believe that all this leads to a higher sense of **motivation** – interest, enthusiasm and energy – among employees. When everyone feels motivated, **morale** is good and there is a general feeling of **well-being** in the organization. This leads to improved **job satisfaction**.'

B Motivation 2

Xavier is a factory manager:

'I don't believe in all this talk about motivation. My **subordinates** – the people **working under me** – are basically lazy. They need constant **supervision** – we have to check what they are doing all the time. Some people think this is **authoritarian**, but I think it's the only way of managing. There have to be clear rules of **discipline** – you have to be able to tell subordinates what is right and wrong, with a consistent set of **disciplinary procedures**.



'Decisions must be **imposed** from above without **consultation** – we don't discuss decisions with workers, we just tell them what to do.'

Note

Subordinate is very formal and can be negative. It is much less frequent than employee.



C Theory X and Theory Y

Xavier believes in what the US management thinker Douglas McGregor in *The Human Side of Enterprise* called **Theory X** – the idea that people dislike work and will do everything they can to avoid it.

Yolanda believes in **Theory Y** – the more advanced view that, given the right conditions, everyone has the potential to find satisfaction in work.

2.1 Yolanda's employees are talking about her management style (see A opposite). Replace each underlined item with an expression from A, keeping the rest of the sentence as it is. Pay attention to the grammatical context. The first one has been done as an example.

- 1 She knows exactly what's involved in our jobs. She makes us feel she understands the effort we make. *valued*
- 2 She encourages us to do things without asking her first.
- 3 The feeling among employees here is very good. We feel really involved and want to work towards the company's goals.
- 4 We have a real sense of the idea that our efforts are important for the success of the company.
- 5 We have a real sense of liking what we do and feeling good when we achieve specific goals in our work.

2.2 Look at B and C opposite. Read the text and answer the questions.

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McGregor's ideas about managerial behaviour had a profound effect on management thinking and practice. His ideas give a frame of reference for managerial practice. Theory Y principles influenced the design and implementation of personnel policies and practices. Today they continue to influence participative styles of management and the continued practice of staff performance appraisal – the evaluation of employees' work.

McGregor defined theories that he felt underpinned the practices and attitudes of managers in relation to employees. These were evident from their conversations and actions. The two sets of ideas were called Theories X and Y. McGregor was saying that what managers said or exhibited in their behaviour revealed their theories-in-use. These led managers to pursue particular kinds of policies and relationships with employees. Regrettably, McGregor's Theory Y was interpreted and promoted as a 'one-best-way', i.e. Y is the best! Managers or aspects of their behaviour became labelled as Theory X, the bad stereotype, and Theory Y, the good. McGregor's ideas were much informed by Abraham Maslow's model of motivation. People's needs provide the driving force which motivates behaviour. Maslow's ideas suggested that worker dissatisfaction with work was due not to something intrinsic to workers but to poor job design, managerial behaviour and too few opportunities for job satisfaction.

- 1 What have the long-term effects of McGregor's thinking been, according to the article?
- 2 Which factors reveal whether a manager believes more in Theory X or Theory Y?
- 3 Name two things that result from these factors.
- 4 Did McGregor think that Theory X or Theory Y represented the best way of doing things?
- 5 Who influenced McGregor's thinking? What did this thinker believe to be the main factor in determining people's behaviour?
- 6 Is employee dissatisfaction due to something within employees themselves, according to this thinker? Why? / Why not?

Over to you



Write a memo to the head of your organization or one you would like to work for, suggesting ways to encourage initiative among employees.

A

Hygiene factors

Yolanda, the car rental manager we met in the previous unit, went on a management course. She looked at the work of Frederick Herzberg*, who studied what motivates employees. Here are the notes she took:

Some aspects of work can lead to **dissatisfaction** if they are not at a high enough standard. These are what Herzberg calls the **hygiene factors**:

supervision – the way employees are managed

policy – the overall purpose and goals of the organization

working conditions – the place where you work, hours worked, etc.

salary

peer relationships – how you relate to and work with others on the same level of the organization

security – level of confidence about the future of your job

B

Motivator factors

Other aspects of work can give positive satisfaction. These are the **motivator factors**:

achievement – the feeling that you have been successful in reaching your goals

recognition – the feeling that your employers understand and value what you do by giving **positive feedback**, which means telling you what a good job you are doing

the work itself – the nature and interest of the job

responsibility – when you are in charge of something and its success or failure

advancement – how far you will be promoted in the organization and/or how far you will go up the career ladder

personal growth – how you develop personally in your work, and your opportunities to do this

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Note

Note the spelling of career.

C

Empowerment

Now look at the more recent idea of **empowerment** (see Unit 2).

Empowerment is the idea that decisions, where possible, should be made by employees who are close to the issues or problems to be solved, without having to **consult** their managers further up the **hierarchy**. In other words, managers have to **delegate** as much as possible. **Delegation** is one of the keys to employees being **empowered** in this way. Also, organizations become less **hierarchical**, with fewer management levels.

**Work and the Nature of Man*, 'One More Time: How Do You Motivate Employees?' Harvard Business Review, 2008.

- 3.1 Look at this job advertisement. Match the underlined items (1–6) with the hygiene factors in A opposite.

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Duval and Smith

Legal Translator English–French

Paris (1) €50,000

Large Anglo–French law firm seeks legal translator to translate and correct French and English legal documents. Legal qualifications and experience essential.

Based in the firm's busy translation department, you will work (2) under the head of translation (3) as part of a team of five translators (4) in line with the overall policies of the firm.

You will work (5) a 35-hour week, with a (6) one-year contract in the first instance.

Email CV to jmartin@duvalandsmith.fr

- 3.2 Vanessa Holt got the job in the advertisement in 3.1 above. Three months later, she writes an email to a friend. Complete the gaps in the email using expressions from B opposite.



From: vanessaholt@aol.com
Subject: Back to the UK?
Date: 14 November
To: jane.rourke@hotmail.com

Hi Jane, How are you? I've been at Duval and Smith, an Anglo–French law firm in Paris, for three months now. I've had experience of translating a lot of different documents, so (1) is interesting enough, but I don't get any (2) for the work I do – my boss never says anything. He never gives us any (3) – for example, he never lets us deal with clients directly. I never get a sense of (4) – my boss takes all the credit for the work we do.

There are quite good opportunities for promotion and (5) at Duval and Smith, but I'm not sure I want to stay. I think there must be better opportunities elsewhere for me to develop, and as (6) is important to me, I've decided to move back to the UK and look for a job there.

So hope to see you in London soon – I'll give you a call.

All the best

- 3.3 Complete this table with words from C opposite.

Verb	Noun	Adjective
empower		empowered
	consultation	consulted
–		hierarchical
		delegated

Over to you

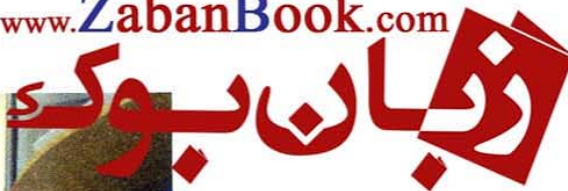


Describe your own organization, or one you would like to work for, in relation to Herzberg's motivator factors.

4

Employment and employability

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A

Outsourcing



Nigel, a 30-year-old information technology (IT) specialist, talks about his career so far:

'I used to work in the IT department of a bank. All the IT work was done **in-house**. I thought I had a **job for life**. But then one day the work was **outsourced** to a specialized IT company called IT Services (ITS), based in India. Outsourcing abroad like this is **offshoring** and involves the use of **offshore companies** (see Unit 31). The bank saw outsourcing as a way of saving money and keeping its **competitive edge** – advantage. They said that it would be more **cost-effective** – would cost less – to concentrate on their **core activities** – most important ones.

'Luckily, the bank didn't **make me redundant** – I didn't lose my job – and I started working for ITS instead. At first I didn't know what to expect, but now I am very happy. We work with a lot of different clients. I work for ITS as a **contractor** and I give clients advice.'

B

Employability

'ITS put a lot of emphasis on **professional development**. We often go on training courses so that we can keep up with **current trends** – the way things are changing in the industry.

'ITS tell us that we may not have a job for life with the company, but that our up-to-date skills will mean that we will always be **employable**. Companies and governments talk about the importance of **lifelong learning** – continuing to develop our knowledge by going on courses, reading, etc.

'In the next year or two, I may make a **career move** and join another company.'

C

Freelancers and portfolio workers

'When I'm about 40, I want to **set up on my own** as a **freelancer** offering **consultancy services** to different companies. The idea of working **freelance** on different projects for different clients attracts me.'

The management thinker Charles Handy calls freelancers **portfolio workers** because they have a **portfolio** – range of different clients. Some experts say that increasing numbers of people will work this way in the future, as companies outsource more and more of their work because they want to concentrate on their core activities.

Note

You can say freelancers or freelances. The corresponding adjective is freelance, as in freelance work.

4.1 Complete the article with expressions from A opposite.

Outsourcing to India

David Galbenski's firm Contract Counsel's (1) had always been its low price. Clients call them when dealing with complicated merger-and-acquisition deals, which can require as many as 100 lawyers to manage the related documents. Contract Counsel's temps cost about \$75 an hour, roughly half of what a law firm would charge, which allowed the company to be competitive despite its relatively small size.

To continue to be (2), Galbenski started to think about the use of (3) employees in other countries. India seemed like the best bet. With more than 500 law schools and about 200,000 law students graduating each year, it had no shortage of attorneys. What amazed Galbenski, however, was that thanks to the Web, lawyers in India had access to the same research

tools and case summaries as any associate in the US. Sure, they didn't speak American English. "But they were highly motivated and highly intelligent," he says. "They were also eager to tackle the kinds of tasks that most new associates at law firms look down upon" – such as analyzing thousands of documents in advance of a trial. In other words, they were perfect for the kind of document-review work he had in mind.

After a visit to India, Galbenski signed a contract with two legal services companies: QuisLex in Hyderabad and Manthan Services in Bangalore. Using their lawyers, Galbenski figured he could cut his document-review rates to \$50 an hour. He has also (4) the maintenance of the database used to store the contact information for his thousands of (5)

4.2 Answer the questions about the text in 4.1 above.

- 1 What area of law does Contract Counsel work in?
- 2 What is the cost of its temporary workers? How does this relate to the firm's aims?
- 3 Which country was most attractive for offshoring? Why?
- 4 With how many firms in India does Contract Counsel work?
- 5 Which activities did Contract Counsel outsource?

4.3 Complete the sentences with correct forms of expressions from A, B and C opposite.

- 1 There's a lot to be said for It would encourage more working men and women to refresh their skills on university short courses tailored to their needs. That way they can keep up with – the latest thinking in their area.
- 2 I love my new job. This is definitely the best I could have made.
- 3 The new chief executive fired 11,000 employees and sold several business units. Non-core were outsourced.
- 4 Some former advertising executives offer for ad agencies, bringing expertise the agencies do not have themselves.
- 5 Some 'creative' businesses, like design services, are kept going by work done by and have hardly any permanent staff.
- 6 Of course, there are advantages to doing some things You don't have to explain to outsiders what you want them to do.

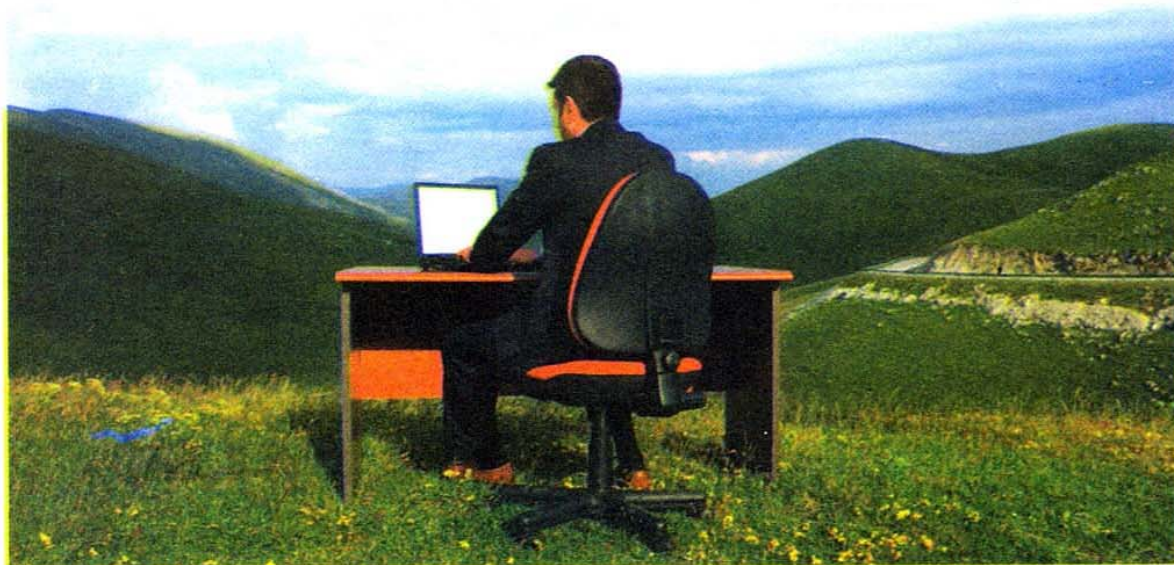
Over to you



- Would it be possible to do your job as a freelancer? Why? / Why not?
- What are the advantages and disadvantages of being a freelancer?

5 Flexibility and inflexibility

A Ways of working



The US is often described as having a **flexible job market** with **flexible working**. For example:

- **temporary workers** who only work for short periods when they are needed, either on a **temporary contract** with a company or through a **temp agency**
- **part-time workers** who work less than the maximum number of hours each week
- **job sharing** where two people share a particular job, each of them working part-time

B Job flexibility

Another aspect of **job flexibility** in the US is that companies can **hire and fire** employees easily. When **letting people go** – telling employees that they are no longer required – companies only have to **give them** very short **notice** – warning – and relatively small **redundancy payments** – money to compensate for losing their job.

Unemployment benefits – the money paid to people without jobs – are very low. It is said that all these measures make for a **flexible job market** and encourage **job creation**. Critics say that this approach leads to **job insecurity**, with employers able to get rid of employees too easily.

C Job protection

France is a country with a very different approach. Companies in trouble are only allowed to **make employees redundant** after a long period of **consultation**. If employees are made redundant, they receive generous redundancy payments and then unemployment benefits. The government says people need this sort of **job protection**, and **trade unions** – organizations that protect the interests of workers – are fighting hard to keep it.

Payments to employees such as **sick pay** and **parental leave** – when they have time off following the birth of children – are also very generous. Mothers get long paid **maternity leave**. But the **social charges** which employers and employees have to pay the government are very high.

Critics say that these policies contribute to a **rigid labour market** – one with too much job protection. They say that this sort of **inflexibility** discourages job creation and leads in the long run to higher **unemployment** and slower **economic growth**. As a consequence, companies may look abroad for cheaper bases and workforces.

Note

BrE: labour; AmE: labor
BrE: trade unions; AmE: labor unions

- 5.1** Which type of work or workers in A opposite is each of these people referring to?
- 1 'I work at the local council for two days a week, and my friend works in the same job on the other three days.'
 - 2 'I work in a petrol station 20 hours a week.'
 - 3 'I'm on a job at Clarkson's until the end of next week. Then I'll try and find something else.'

- 5.2** Two American managers working in France, Melinda and Nat, are talking about the issues in B and C opposite. Replace the underlined expressions with items from those sections. Pay attention to the grammatical context.

Melinda: It's ridiculous! We can't (1) get rid of people without a lot of (2) meetings and discussion with (3) employee organizations, government officials, and so on. We have to keep even the laziest, most incompetent people.

Nat: I know what you mean. I don't have the opportunity to (4) recruit and get rid of people as I want! This sort of (5) rigidity must be bad for the job market. (6) The number of people without jobs in this country is very high.

Melinda: It's a nightmare! If you do want to get rid of people, you have to (7) tell them three months in advance.

Nat: Yes, and you should see the (8) amount of tax I have to pay for each of my employees just so they can get (9) money when they fall ill, and so on.

Melinda: We should move back to the US. There the job market is (10) one that gives employers a lot of freedom. When the economy is going well, the level of (11) new jobs that can be created there is incredible.

- 5.3** Look at the expressions in B and C opposite. Say if these statements are true or false.

- 1 When companies talk about letting employees go, they make them redundant.
- 2 One person's job flexibility might be another's job insecurity.
- 3 In flexible job markets, hiring and firing is complex.
- 4 Employee benefits are paid for through social charges.
- 5 Rigidity is another word for inflexibility.
- 6 When fathers take parental leave, this is called maternity leave.
- 7 The cost of job protection might be higher unemployment.

Over to you



- Is your country more like the US or France in its ways of working?
- Think of one advantage and one disadvantage of flexible working from the point of view of employers.

6 Work-life balance

A

Stress

People talk about being **under** (a lot of) stress or pressure. They say their work is **stressful** (see Unit 1) and that they feel **stressed** or **stressed out**. They want to find ways to **de-stress**. They may complain that they have a **stress-related illness**. Some people may suffer **burn-out** or a complete (**nervous**) **breakdown**, which means they are no longer able to work.

Here are some frequent combinations with 'stress':



stress	counsellor	someone who advises stress sufferers
	factor	something that causes stress
	symptom	a sign that someone is under stress
	management	ways of dealing with stress
	industry	used by critics who say that stress problems are overestimated and to refer to the unnecessary (in their view) counselling, research, etc. done in relation to stress

B

The causes of stress

The most common causes of stress are:

- heavy workloads – you try to do too much and you're overworked
- office politics – problems with colleagues who want to advance their own position, etc. These people like **playing politics**.
- role ambiguity – responsibilities are unclear
- lack of management support – managers do not provide the necessary help and resources
- effort-reward imbalance – not getting sufficient recognition or pay
- home-work imbalance – not enough time for family, personal interests, etc.

Note

Stress and pressure are both countable and uncountable. You can also talk about the stresses and pressures that you are under.

C

Quality of life

Some people are **workaholics** – they think about very little except work. Others are increasingly looking for a better **quality of life**: less **commuting**, more time with their families, etc. Journalists write about people **downshifting** or **rebalancing** their lives – getting a better balance between work, family life, etc. They may work part-time, work from home, move to the country, and so on.

In a recent survey:

- a Ninety-five per cent of **homeworkers** said that they have a better **work-life balance** or **home-work balance** than when they were in-company because they can spend more time with their families, on leisure activities, etc.
- b Eighty-two per cent said that they have more **autonomy** and **independence** – they are able to organize their work and their time how they want.

But also:

- c Seventy-three per cent of homeworkers said that there is no **boundary** between work on the one hand and personal life on the other – the two **overlap**.
- d Fifty-seven per cent said that they feel lonely and **isolated** – out of contact with others because they don't have colleagues around them.