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НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ
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АНГЛІЙСЬКА МОВА ДЛЯ ДІЛОВОЇ КОМУНІКАЦІЇ

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АНГЛІЙСЬКА МОВА ДЛЯ ДІЛОВОЇ КОМУНІКАЦІЇ

Навчальний посібник призначений для навчання англійської мови студентів першого курсу магістратури, які навчаються у вищих навчальних закладах за напрямками «менеджмент» та «маркетинг».

Мета посібника – розширити коло актуальних тем, та урізноманітнити комплекс вправ основного курсу англійської мови, які складають основу розвитку навичок професійно-орієнтованої комунікації.

Навчальний посібник призначено для практичних занять та складається з 8 розділів, у кожному з яких подано текст та вправи до нього; вправи на удосконалення навичок аудіювання; завдання для перекладу з української мови англійською; вправи на закріплення лексичного матеріалу, завдання для розвитку усного та писемного мовлення. У додатки винесено методичні рекомендації і транскрипти відео завдань.

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ПЕРЕДМОВА

Основною метою навчання англійської мови студентів спеціальностей «менеджмент» та «маркетинг» є володіння іноземною мовою в обсязі, необхідному для ситуативного та професійного спілкування з метою одержання інформації. В процесі досягнення цієї мети студенти мають одержати достатній рівень комунікативної компетенції, яку складають мовленнєві вміння, сформовані на основі мовних, комунікативно-пізнавальних, мовленнєвих навичок.

Навчальний посібник складено згідно з силабусом навчальної дисципліни «Практичний курс іноземної мови для ділової комунікації» для студентів спеціальностей «менеджмент» і «маркетинг», та охоплює розширений діапазон специфічної лексики, термінологію та широкий спектр актуальних тем, що пов'язані з навчанням та майбутньою професією.

Основна мета посібника – розвиток англомовної комунікативної компетентності. Навчальний матеріал дібрано з метою розширити круг актуальних тем, та урізноманітнити комплекс вправ основного курсу англійської мови.

Посібник побудовано за тематичним принципом та складається з восьми розділів. Розділи ідентичні в структурному відношенні та містять тексти, які дають змогу опанувати основи термінології профільних дисциплін та отримати навички перекладу; вправи до тексту, які спрямовані на розвиток усного та письмового мовлення, а також завдання, що сприяють удосконаленню навичок аудіювання. Аудіоматеріали використано з відкритого інформаційного ресурсу YouTube. У кінці кожного розділу пропонуються творчі завдання за темою, спрямовані на закріплення вивченого матеріалу. Навчальний посібник призначено для аудиторного та позааудиторного навчання.

Посібник є додатковим матеріалом, опрацювавши який, студенти зможуть покращити усі навички мовленнєвої діяльності. Зокрема, широкий спектр вправ та творчих завдань у вигляді монологів, діалогів, полілогів допоможуть удосконалити навички професійно-орієнтованої комунікації

RAPPORT BUILDING. NETWORKING. SOCIALISING.



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DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- What are the benefits of attending fairs, exhibitions and conferences?
- What is rapport?
- Does it vary across cultures?
- Is it possible to establish rapport at first meeting?

BRAINSTORM

Task 2. Work in pairs or small teams. Think of the words related to the topic for each letter. Share your ideas with your groupmates and complete the missed letter lines. Do not forget to add new words and phrases while working on the unit.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

LISTEN and CONSIDER

Task 3. Successful socializing and networking depends on the appropriate language and skills. You will watch the video that will help you to learn key functions and useful language for socializing in a business context. Before you watch brainstorm and try to explain what networking is. Work with a partner or in small teams.

Task 4. Watch the video and check your answer.

	
	<p><u>link</u></p>

Task 5. Watch the video again and complete the sentences below:

1. Excuse me, hello, I'm Anna. I work as _____ at _____.
2. Can you tell me about your _____?
3. Can I _____ tell you about what our company does?
4. I think we might be able _____ you.
5. Here's my _____ card should you want to call
6. I need _____ with you and see how business is going.

FOCUS ON VOCABULARY

Task 6. There is a number of terms that describe different types of social interactions. Match the expressions on the left with the definitions on the right:

- a. make small talk
- b. talk shop

1. to have a conversation about unimportant things with someone

- c. have a chat
- d. exchange words
- e. strike up a conversation
- 2. you don't know very well
- 3. to start to talk with someone you don't know
- 4. to talk about business with people you work with when you are not at work
- 5. to talk to someone in a friendly, informal way
- 6. to talk with someone for a very short time

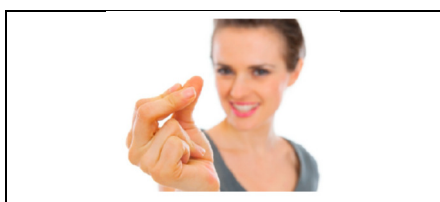
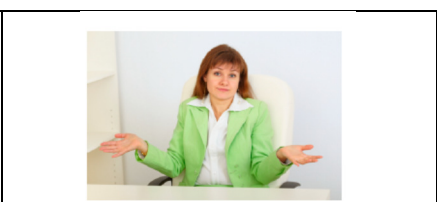
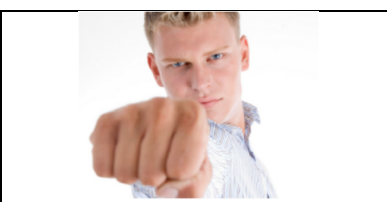
Task 7. Match the following conversation openers with the responses on the right:

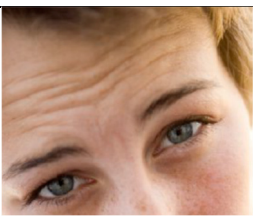


- | | |
|--|---|
| a. Haven't we met somewhere before? | 1. I've found it very practical so far. I can't wait |
| b. Mind if I join you? | 2. to implement some of the ideas that have been discussed. |
| c. How do you like our new location? | 3. Not at all. Be my guest. |
| d. How are you enjoying the conference? | 4. That's right. It's good to see you again. You haven't changed a bit. |
| e. What are you having? | 5. Well, it's certainly a nice change. I see you have a splendid view of the cathedral from your conference room. |
| f. Daniel, long time no see. It must be 6 years or so. | 6. Whatever you're having is fine. |
| g. Do you two know each other? | 7. Yes, I think so. I can't quite remember where though. |
| | 8. Yes, we're old colleagues. We go back about seven years. |

Task 8. Body language.

A. Collocations 1.

Match the verbs from the box with the pictures showing different gestures:

		
1. _____ your fingers	2. _____ your shoulders	3. _____ your fist

		
4. _____ your eyebrows	5. _____ your arms	6. _____ your hands

Study the sentences below. Replace the underlined parts with a suitable collocation that communicates the underlined message or emotion.

Example:

He told her he was a doctor, but she didn't believe him.

He told her he was a doctor, but she raised her eyebrows.

1. He asked me if I had seen his dictionary anywhere, but I did not know.
2. When he heard that his girlfriend was flirting with another man, he became furious.
3. When their team won the match, the spectators were very pleased.
4. Josh was late for work again. When he finally arrived, his boss was looking very displeased.
5. I was not listening to her so she tried to get my immediate attention.

B. Collocations 2.

Study the sentences below. Match the underlined phrases with the messages given below:

Come here.

I'm only joking.

This is bad.

Wake up!

Well done!

Yes.

1. She patted me on the back when I told her that I had passed my driving test.
2. She nudged me on the arm during the boring lecture.
3. "Hey you!" he said, and beckoned me over with his finger.
4. For a second I thought she was being serious, but then she winked at me.
5. I asked if she wanted to go to the cinema, and she nodded her head in agreement.
6. When his team lost the match, he just sat there shaking his head.

Task 9. *Focus on using the target vocabulary.*

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. Describe when you last engaged in the activities from Task 6.
2. What typical topics of conversation do people in Ukraine talk about with strangers to be polite?
3. Are there any body language movements or gestures that are particular to your country/culture?
4. Is body language the same in every culture? Talk about some differences you have observed.

READ and ANALYSE

Task 10. *You are going to read the article. Preview the text. Organize your findings in a chart below. Be ready to present and reason your findings.*

Item to preview	Findings
Title	
Headings and Subheadings	
Captions	
Organization (structure)	
Flashing lights! (anything that stands out)	

Task 11. *Read the text. A) Mark with color the key ideas in each part. Find 1-2 details that support the main idea in each part and underline them. B) Think up a new title*

for the text. Be ready to explain your choice in 2-3 sentences. Compare your notes with your group mates.

HOW TO NAVIGATE CONFLICT WITH A COWORKER

Interpersonal conflicts are common in the workplace, and it's easy to get caught up in them. But that can lead to reduced creativity, slower and worse decision-making, and even fatal mistakes. So how can we return to our best selves? Having studied conflict management and resolution over the past several years, I've outlined seven strategies that will help you work more effectively with difficult colleagues. These aren't silver bullets that will magically transform your problem coworker into your best friend, but they should make your interactions more tolerable if not more positive. And they'll help you build interpersonal resilience so that you feel less stressed when you're engaged in a conflict and can bounce back from it more quickly.

1. Remember That Your Perspective Is Just One Among Many. We all come to the workplace with different viewpoints and values. We might disagree on everything from whether it's OK to be five minutes late to a meeting to acceptable ways of interrupting a colleague to the appropriate consequences for someone who's made a mistake. It's not realistic to expect your boss, teammates, or reports to see eye to eye with you all the time.

2. Be Aware of Your Biases. *Biases creep* into all sorts of workplace interactions. One common derailer of colleagues' relationships is fundamental attribution error—an inclination to assume that other people's behavior has more to do with their personality than with the situation, while believing the opposite of oneself. For example, you might presume that a teammate who's late to a meeting is disorganized or disrespectful rather than caught in traffic or stuck in another meeting that went long. But when you're running behind, you might focus on the circumstances that led to your tardiness.

3. Don't Make It "Me Against Them"

In a disagreement it's easy to think in polarizing ways: "me versus you," enemies at war. One person is being difficult; the other isn't. One person is right; the other

is wrong. To break out of that mental model, instead imagine that there are not two but three entities in the situation: you, your colleague, and the dynamic between you. Maybe that third entity is something specific: a decision you must make together or an assignment you need to complete. Or maybe it's more general: ongoing tension or rivalry between you or bad blood over a project gone wrong. Rather than work to change your colleague, try to make progress on that third thing.

4. Know Your Goal

Make a list of your goals (big and small) and then circle the most important ones. Your intentions will determine—consciously and subconsciously—how you act. For instance, if your goal is to avoid getting stuck in long discussions with a pessimistic colleague, you'll need to take actions different from those you'd take if your goal was to keep the person's nay-saying from bringing down the team.

5. Avoid Workplace Venting and Gossip—Mostly

It's natural to turn to others when something is off at work. You might want to confirm that you're not misinterpreting a vague email, get advice on advancing a stalled initiative, or simply be reassured that you're a good person. And if your colleague says, "Yes, Greta does seem grumpy. What's up with that?" you get a little jolt of relief: It's not just me.

That type of side conversation, whether it happens digitally or in person, can be considered venting. But you might also call it gossip. Despite its bad rap, research shows, that gossip can play an important role in bonding with coworkers.

6. Experiment to Find What Works

There isn't one right way to get a know-it-all to stop being condescending or your passive-aggressive colleague to deal with you in a more straightforward way. The strategies you choose will depend on the context: who you are, who the other person is, the nature of your relationship, the norms and culture of your workplace, and so on.

Start by coming up with two or three methods you want to test out. Often small actions can have a big impact. Then design an experiment: Determine what you'll do differently, pick a period of time to try it out, and see how it works.

7. Be—and Stay—Curious

Salvador Minuchin, an Argentine therapist, wrote, “Certainty is the enemy of change.” When dealing with a negative coworker, it's easy to think, *It's always* going to be this way or That person will never change. But resignation and pessimism will get you nowhere. Instead, adopt a curious mindset and maintain hope that your troubled relationship can be improved.

Research shows that curiosity brings a host of benefits: It wards off confirmation bias, prevents stereotyping, and helps us approach tough situations not with aggression (fight) or defensiveness (flight) but with creativity. The key is to shift from drawing often unflattering conclusions to posing genuine questions.

No matter what type of difficult colleague you're dealing with or what you decide to do next, these seven strategies can improve your odds of responding productively, establishing appropriate boundaries, and building stronger, more fulfilling collaborations at work. Sometimes change isn't possible, in which case you'll eventually need to cut your losses in a relationship and focus on protecting your career and well-being. But I've found that with good-faith efforts and hard work, even some of the trickiest interpersonal conflicts can be resolved.

(review <https://hbr.org/2022/09>)

Task 12. Decide if the following statements are True (T), False (F), or Not Mentioned (NM).

1. There is no such thing as a conflict-free work environment.
2. Coworkers have the same opinion on most things.
3. People naturally tend to create mental categories.
4. It is easy to deal with a pessimistic colleague.
5. Gossip is an integral part of any working process.
6. It's a good idea to experiment with your work environment
7. A negative coworker will never change.

8. A curious mindset improves your chances of building a positive relationship with coworkers.

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following:

1. _____ easily annoyed and often complaining
2. _____ range of benefits
3. _____ speech or behavior in which someone is very eager to avoid being criticized
4. _____ an unpleasant shock or surprise:
5. _____ a feeling of happiness that something unpleasant has not happened or has ended
6. _____ negating; denial, the personality trait of contrariness
7. _____ an occasion when two or more people or things communicate with or react to each other
8. _____ The importance or worth of something for someone

Task 14. Work with a partner or in small teams.

- A. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/or-any-other-service-you-like>.



- B. Choose 10 words from your word cloud. Use these words to play a quick Taboo round.

Task 15. Translate into English

Будь-яка організація є об'єднанням людей для спільної діяльності щодо досягнення поставленої мети. Тому, як правило, у міжособистісних (міжгрупових) відносинах у колективі виникають різноманітні непорозуміння, неузгодженості, конфліктні ситуації тощо.

Сутність конфлікту — протиріччя, яке сприймається людиною як значуща для нього психологічна проблема, що вимагає свого вирішення і викликає активність, спрямовану на її подолання.

Тож конфлікт характеризується трьома ознаками:

- наявністю протиріччя;
- сприйняттям його як значущого, що вимагає вирішення проблеми;
- активністю, спрямованою на подолання протиріччя.

Конфлікти можуть бути прихованими або явними, але в основі їх завжди лежить відсутність згоди. Відсутність згоди обумовлена наявністю різних думок, поглядів, ідей, інтересів, точок зору тощо. Проте вона не завжди виражається у формі явного зіткнення. Це відбувається тільки тоді, коли наявні суперечності, розбіжності порушують нормальну взаємодію людей, перешкоджають досягненню поставлених цілей.

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TALKING POINT

Task 16. Brainstorm in small teams. Make a personal checklist you would use to get ready for the first visit to a work site. Organize your ideas in the chart below. (Find more information on brainstorming in Appendix 1).

DOes	DON'Ts	Better to AVOID

Task 17. Role-play small talks. Choose two cards and try each one with new partner/partners.

There is a visitor in your company. You have been asked to pick her/him at the reception and take her/him to your boss. The visitor is a new business partner and comes from Germany. You go directly to your boss's office.

There is a visit in your company. You have been asked to welcome them in your company and show them round before your boss will come. There is a group of 5 new business partners from Japan.

You are going to a job interview. When you get to the elevator, two other people are waiting.

There is a meeting of your department with colleagues from Poland, Austria and Italy. The meeting is on regular basis so you know your co-workers well. Start of the meeting is delayed due to traffic jam so you all have to wait till the rest of participants will come.

There is a meeting of your department with colleagues from Germany, England and France. There is a first meeting ever and you do not know anybody. Start of the meeting is delayed due to traffic jam so you all have to wait till the rest of participants will come.

(Choose your own name and job before you start) You work for the company. You don't like your job very much. You like to complain about your work and want to find out gossip about the company.

Task 18. Communication Styles Quiz.

- ***Take a quiz.***

The following questions will help you get an idea of what your communication style is. Check off any for which your answer is yes. However, you will probably be able to see that you do many of these things sometimes, so only check off those that seem to describe you best. The style for which you have the most checks is your dominant communication style.

- ***Be ready to share and discuss your results with your partner or in the class. You may agree or disagree, but you should reason your position.***

1. Passive ____ Total: ____

Do you try to push your feelings away rather than express them to others?

Do you fear that expressing yourself will cause others to be angry with you or not like you?

Do you often say things like “I don’t care” or “It doesn’t matter to me” when you do care or it actually does matter?

Do you keep quiet or try not to rock the boat because you don’t want to upset others?

2. Aggressive ____ Total: ____

Are you most concerned with getting your own way, regardless of how it impacts others?

Do you yell, swear, or use other aggressive means of communicating regularly?

Do your friends fear you?

Are you disrespectful toward others when communicating with them, not really caring if they get what they need as long as your needs are met?

Do you have an attitude of “my way or the highway”? Have you ever heard anyone describe you this way?

Do you often go along with others’ opinions because you don’t want to be different?

3. Passive-Aggressive ____ Total: ____

Do you have a tendency to be sarcastic when you feel angry?

Do you tend to give people the silent treatment when you’re angry with them? Do you often find yourself saying one thing but thinking another, such as going along with another person’s wishes even though you want to do something else?

Are you generally reluctant to express your emotions but find that how you feel gets expressed in other ways, like slamming doors or other aggressive behaviors?

Do you fear that expressing yourself will cause others to be angry with you or stop liking you, so you try to get your message across in more subtle ways?

4. Assertive ____ Total: ____

Do you believe that you have a right to express your opinions and emotions?

When you’re having a disagreement with someone, are you able to express your opinions and emotions clearly and honestly?

When communicating with others, do you treat them with respect while also respecting yourself?

Do you listen closely to what others are saying, sending them the message that you're trying to understand their perspective?

Do you try to negotiate with others if you have different goals, rather than being focused on getting your own needs met?

**It is not uncommon for people to use different styles depending on the situation and person they're communicating with. The point is not to diagnose how you communicate, but to increase awareness of your patterns of communicating so you can choose to communicate in different ways if you choose.*
(Find more information in Appendix 3)

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Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. What sort of body language helps make a positive first impression in business?
2. To make a good first impression, should you talk about yourself or about the other person?
3. Can offering compliments help with a first impression? What compliments would be appropriate in a business situation?
4. What sort of topics are appropriate when you first meet someone at a business event?
5. To what extent do you judge people on how they dress in a business situation?
6. How should a man dress to make a good first impression?
7. How should a woman dress to make a good first impression?
8. Do you enjoy networking? Is it a useful thing to do?
9. How many work or business contacts do you have on your phone? Do you think it is enough?
10. Are you good at giving presentations? Why or why not?
11. What three pieces of advice would you give to someone giving a presentation at a business conference?
12. What are the biggest mistakes people make when giving presentations?

FINAL MINI-PROJECT

Task 20.

WRITE

Networking contributes to your social well-being. Networking helps you meet people at all professional levels. Networking boosts your confidence.

Conduct a research, analyse your personal experience and present your findings in 250-300 words on the topic “Effective networking checklist for beginners”.

Task 21.

PRESENT

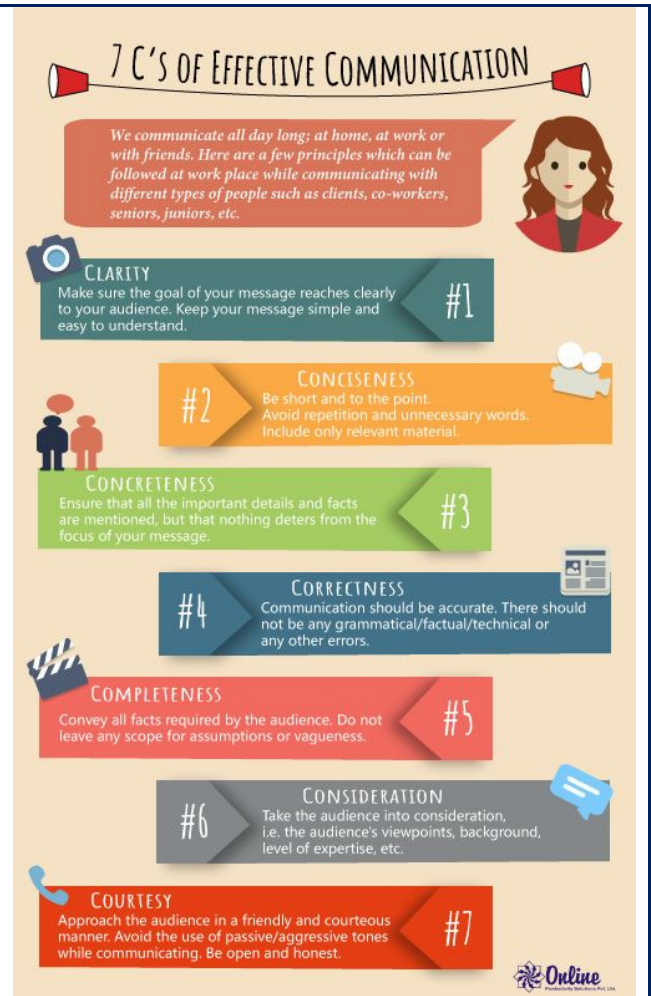
- *Work in teams.*

It will come as no surprise that today’s work environment is predominantly remote and digital. Meaning that organizations should put – now more than ever – a greater emphasis on effective workplace communication procedures, as it is a key component that can make or break a business.

- *Conduct a research and create a poster on the topic “The most common communication challenges within modern companies and how to overcome them.” You may use the poster for inspiration.*

You should mention:

- *language barriers and cultural differences;*
- *communication tools;*
- *cross-team coordination;*
- *information silos;*
- *feedback.*



Also, analyse the challenges in the context of messages and voice calls and face-to-face communication.

CHECK YOUR PROGRESS

Can you	YES	NO
describe different types of social interaction?		
list 5 different types of gestures?		
make a small talk?		
list the main communication challenges in the working environment?		
advice how to make communication more effective?		

WATCH AND LEARN MORE:

**Steps to
Building
Rapport
with
Anyone**



**Building
rapport
with others**



**The Power of
Meaningful
Networking |
Andrew
Griffiths**



READ AND LEARN MORE:

**An affordance
perspective of
enterprise
social media
and
organizational
socialization**



**Socialization
tactics,
proactive
behavior,
and
newcomer
learning:
Integrating
socialization
models**



**Small talk,
rapport, and
international
communicative
competence**



CULTURE, SCIENCE AND SOCIETY



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DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- What is the difference between invention and innovation?
- Which of these modern innovations has had the greatest impact:
 - anesthetics
 - the credit card
 - the internet
 - the solar cell
 - the mobile phone
 - the computer
 - pasteurization
 - the Internet
- Can you think of other important recent innovations?

BRAINSTORM

Task 2. How many words can you think of related to the topic? You have three minutes to brainstorm and make notes. Then share your ideas with your group mates. Do not forget to add new words and phrases while working on the unit.

Nouns

Verbs

***Adjectives/
adverbs***

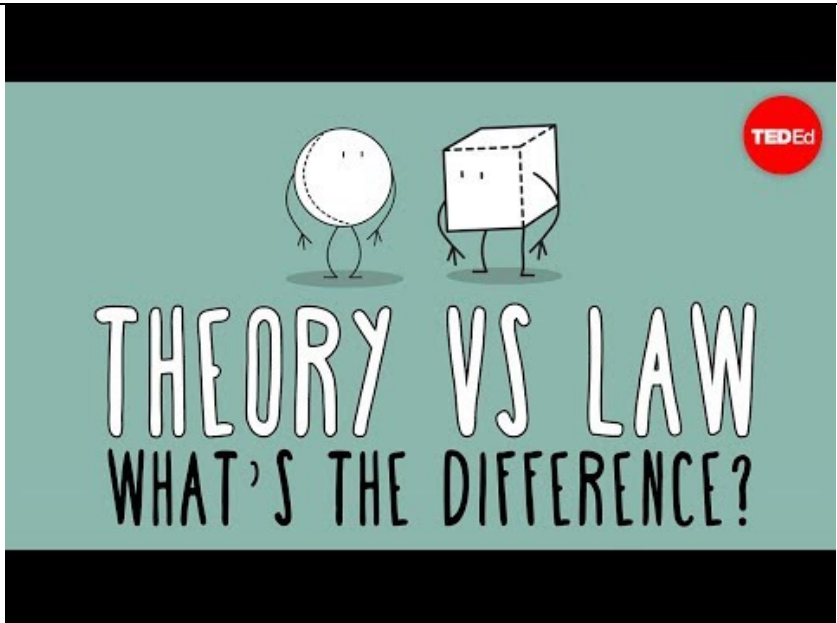

***Phrases,
collocations,
idioms etc***

LISTEN and CONSIDER

Task 3. You will watch the video “What’s the difference between a scientific law and theory?”. Before you watch brainstorm your ideas on the topic by completing the chart below. Work with a partner or in small teams:

	Scientific Law	Scientific Theory
Definition		
Examples		

Task 4. Watch the video and check your answers.

	 <u>link</u>
--	--

Task 5. Watch the video again and answer the questions below:

- Which of the following best describes how theories relate to laws?
 - Theories are laws that have not been proven true yet
 - Theories attempt to explain why things happen and laws predict what will happen

- C.** Laws attempt to explain why things happen and theories predict what will happen
- D.** Laws are theories that have not been proven true yet
- 2.** New data is found which goes against what scientists predicted should happen. Which of the following is NOT a potential result of the new research?
- A.** A current theory is discarded because it cannot explain the new data
- B.** A current theory is modified to better explain the new data
- C.** A current law is changed to account for the new data
- D.** Any of these are possible responses to new and unexpected data
- 3.** What made Mendeleev's theory about the organization of matter in the periodic table so powerful?
- A.** His theory predicted unknown elements that were later found
- B.** He was the first scientist to attempt to organize elements in a pattern
- C.** His theory later 'grew up' into a law about elemental properties
- D.** When he paired oxygen with potassium, it went 'OK'
- 4.** Which of the following might be an example of a theory?
- A.** You develop an equation that successfully predicts the size of a crater given the size of the meteor
- B.** You publish a paper analyzing the elements that make up a sample of a meteorite
- C.** You develop an idea about why the frequency of meteor impacts varies in a consistent pattern over several decades of observation
- D.** You design a spacecraft that can land on a meteor and drill into it to sample its make-up
- 5.** One can best compare the acceptance of a theory to:
- A.** A foot race, where the first theory that comes up with an explanation wins
- B.** A boxing match, where the winner has to be ready to fight the next opponent
- C.** A lottery, where if you happen to be really lucky, you can win a prize
- D.** A cafeteria line, where scientists can just pick and choose parts they like best from each theory

FOCUS ON VOCABULARY

Task 6. *There is a number of terms that are universal and can be used in any sphere. Complete the definitions below.*

<i>quantitative analysis</i>	<i>qualitative analysis</i>	<i>bias</i>
<i>hypothesis</i>	<i>chart</i>	<i>accuracy</i>
	<i>experiment</i>	<i>empirical</i>

1. _____: a preference for one thing over another, especially an unfair one.
2. _____: a lack of mistakes or errors.
3. _____: a visual display of information
4. _____: an idea or explanation that you then test through study and experimentation.
5. _____: analysis of a situation or event, especially a financial market, by means of complex mathematical and statistical modelling.
6. _____: a scientific test conducted under controlled conditions
7. _____: identification of the constituents, e.g. elements or functional groups, present in a substance
8. _____: based on observation rather than theory

B. *Now, use the vocabulary from 7.A to complete the sentences below.*

1. A scientific _____ that survives experimental testing becomes a scientific theory.
2. I type very fast, but the _____ of my typing is n't very goode.
3. A pie _____ with equal slices in all areas of life for maximum happiness.
4. Unlike _____, which is statistics driven and largely independent of the researcher, _____ is heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data is collected.

5. _____ are often based on stereotypes, rather than actual knowledge of an individual or circumstance.
6. The record of one's direct observations or experiences (_____ evidence) can be analyzed quantitatively or qualitatively.

Task 7. Complete the chart and decide which of the words and phrases below belong to an appropriate category (some words may match more than one category).

ATM Bitcoin Astronomy Electric cars Economics Gravity	IoT Space travel Mathematics Marketing Heart transplant Smartphones
---	---

PURE SCIENCE	APPLIED SCIENCE
SCIENCE	TECHNOLOGY
INVENTION	DISCOVERY

Task 8. Complete a description of what economic sociology focuses at. Use the words in box below:

<i>analysis</i>	<i>economy</i>	<i>relationships</i>	<i>institutions</i>	<i>mutually</i>
	<i>individual</i>	<i>societies</i>	<i>sociologists</i>	

Economic sociology is particularly attentive to the _____ between economic activity, the rest of society, and changes in the _____ that contextualize and condition economic activity. Although traditional economic _____ takes the atomistic individual as its starting point, economic sociology generally begins with

groups, or whole _____, which it views as existing independently of and partially constituting the _____. When economic _____ do focus on individuals, it is generally to examine the ways in which their interests, beliefs, and motivations to act are _____ constituted through the interactions between them. This focus on economic action as social—that is, as oriented toward other people—allows economic sociologists to consider power, culture, organizations, and institutions as being central to an _____.

Task 9. *Focus on using the target vocabulary.*

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. How do pure and applied sciences differ?
2. How does the science influence culture and society? What changes has global and Ukrainian societies undergone because of scientific progress?
3. In your opinion, what is the greatest technological invention? Why?

READ and ANALYSE

Task 10.

You are going to read the article “The Impacts Of Culture On The Economic Development Of Cities”. Before you read the text, answer the questions. Use the following chart to organize your ideas. Then skim the text and compare your ideas and information given in the article.

1. Why cities are considered to be powerhouses of contemporary society?	
<i>Your ideas</i>	<i>Text</i>
2. How culture may contribute to urban development?	
<i>Your ideas</i>	<i>Text</i>
3. How can culture be beneficial in multicultural cities?	

<i>Your ideas</i>	<i>Text</i>
--------------------------	--------------------

Task 11. *Read the text and mark with color the key ideas in each part. Then, organize your notes in a concept map. Be ready to present your concept maps to the rest of the class.*

THE IMPACTS OF CULTURE ON THE ECONOMIC DEVELOPMENT OF CITIES

Culture counts. And today more than ever, it counts for cities, the powerhouses of the contemporary society. Culture is a full-fledged economic sector that – as any other – generates impacts on the urban environment, ranging from direct and indirect expenditure to employment generation. Cultural industries are typically labour-intensive; their organisation model is rather the network interaction of micro and small producers than the supplychain hierarchy of Fordist industries. Moreover, cultural production is highly contextual and idiosyncratic. For these reasons, city centres are privileged spaces for cultural production and consumption.

Cities provide ideal workspace for artists and cultural managers; and the local economy comes to thrive of it, establishing a symbiotic relation with culture. Firstly, culture generates substantial “intangible” or non-pecuniary economic effects. It has a soft function of animation and enhancement of the quality of life, which is an increasingly important element of a city’s competitiveness. It stimulates human creativity, and the capacity to innovate. New symbolic meanings and values become inputs to innovative production concepts and processes. A city can market itself as an ideal location for people and firms, and a preferred cultural destination for tourists; its unique, original cultural mix can become a recognisable brand (New York’s loft living, Berlin’s underground art, the Bristol sound, etc.).

Furthermore, culture may contribute to a more balanced and sustainable urban development. Culture is part and parcel of urban revitalisation projects in degraded urban areas throughout the developed world. It provides a formidable opportunity

for personal development and social interaction among weaker groups, and gives to “excluded” individuals a chance to their own start businesses or to catch up socially.

The relation between a community and its culture extends to concerns of safety and social harmony. In an age in which societies tend to become multicultural, identities and ways of life confront one another. In the multi-cultural city, culture can be a lever that stimulates pride, personal development, and self-fulfilment for minorities, and at the same time it can be a common language, a bridge between different groups. For this reason, cultural development and planning are regarded as valuable strategies to accelerate processes of urban growth or regeneration. Cities invest in cultural facilities and events, and in the preservation of their historical heritage, to make their transition to a post-industrial economy based on advanced services, sustainable functional mixes, and a high quality of the urban environment.

This means that policymakers and elected politicians have to get the whole picture of the relevance of culture as an economic asset for the city, see where the problems are, and in which ways the synergies between cultural development and local economy can be activated and boosted. This is clearly not just information regarding the cultural sector of a city, which by the way receives surprisingly little attention by most municipal administrations throughout Europe. Clear knowledge of the effects of culture on other functions of the city is also needed, from the economic field to social and cultural considerations.

J. VAN DER BORG, A. P. RUSSO

Task 12. Read the sentences and decide if they are True, False or Not given. Give reasons for your answers.

1. Cultural industries are mostly capital-intensive; their organisation model is typically the hierarchical interaction of large producers.
2. Historical heritage is among key spheres for cities investments.
3. Cultural production is considered to be rather standardized and conventional.
4. City’s own “flavor” can be transformed into its market attraction.
5. In modern societies culture can be regarded as a boost for idiosyncrasy.

Task 13. Find words or phrases in the text that mean the following

1. _____ industries and methods that need a lot of workers
2. _____ not consisting of money
3. _____ an inducing or compelling force
4. _____ completely developed or trained
5. _____ relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged
6. _____ a way of economic life developed around the mass production of consumer goods, using assembly-line techniques.
7. _____ any resource or good used to generate cash flow, reduce expenses, or provide future economic benefits for an individual, government, or business.
8. _____ a basic and necessary part of (something)

Task 14.

Work in teams. Go to <https://www.wordclouds.com/> and create a word cloud for the text. Include 15-20 keywords or phrases of your choice. Then, pass this word cloud to another team. They should generate a 10-sentence speech including as many words from your cloud as possible. Each used word brings 1 point. In this competition wins the team with the maximum score.



Task 15. Translate into English:

Культура – це реальна економічна галузь, і чим скоріше ми осмислимо це на рівні країни і зможемо від слів перейти до конкретних дій, тим краще буде розвиватися ця сфера та економіка в цілому.

Для вирішення проблем культуру необхідно розглядати у межах нинішнього соціокультурного контексту українського народу. Завдання національної самоідентифікації повинні мати не етнічний, а культурний характер, вони повинні бути пов'язані не тільки і не стільки з пошуками основ такої самоідентифікації в минулому, а більше зі створенням їх у сьогоденні для

закладення реальних можливостей щодо формування національної єдності у сучасному і в майбутньому.

Галузі світової економіки, що мають високу додану вартість почали зміщуватися з економіки знань та інформації в бік інноваційних технологій та креативних ідей(креативної економіки). Креативні інновації по створенню нових видів продуктів та послуг стають новою силою для економічного зростання.

Досі роль культури здавалася комусь неочевидною, тепер ми маємо залізний аргумент на користь твердження: чим більше якісної культури, тим краще живуть усі. І можемо просувати цю думку на різних рівнях, в тому числі на державному.

Найближчий приклад впливу культури на економіку – наші угорські сусіди. В 1993 році в Будапешті виник музичний фестиваль Sziget. Тоді на ньому побували 43 тис. людей, а на минулорічному – вже близько 450 тис. Більше половини гостей приїжджають із Західної Європи, зокрема з Франції, Німеччини та Британії. Усі ці люди витрачають в Будапешті гроші на харчування, екскурсії, сувеніри та ще купу приємних дрібниць. Тобто культурне явище робить вагомий внесок в бюджет міста і працює як міжнародна реклама країни.

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TALKING POINT

Task 16. Brainstorm in small teams. Answer the question “How has the internet changed the world of business?”

With your partners, use the left-hand column of the T-chart to list the positive changes while in the right-hand column, list the negative ones. (Find more information on brainstorming in Appendix 1).

<i>Positive Changes</i>	<i>Negative Changes</i>

Task 17. Work in pairs or small teams. Nowadays, a lot of people are working remotely and often make calls. Study the text about Cultural differences in telephoning and take turns acting out telephone conversations between

representatives of different countries. Active listeners from your group must guess which country each speaker represents. For better organization, study the typical constituents of a call.

- Answering the phone
- Giving and asking for names
- Small talk
- Being polite at the beginning of a call
- Getting down to business
- Asking to speak to someone
- Requests and commands
- Asking to someone to wait
- Silence and active listening
- Leaving and taking messages/
Checking and clarifying
- Ending calls

Task 18. *Work in pairs. Check your knowledge of international business norms by taking the quiz below (crossculturalbiz.com). Discuss the answers with your partner. Agree or disagree, provide arguments for your answers.*

1. In Canada, by law all imported goods are required to have labels written in
 - A. English
 - B. French
 - C. Both English and French
2. If you are a manager working in India, criticism of Indian staff is preferably done
 - A. In private
 - B. In front of the team
 - C. By raising your voice to show authority
3. In a Muslim country, when greeting a Muslim man, a non-Muslim woman should
 - A. Shake hands with a Muslim man first
 - B. Wait until the man initiates handshaking
 - C. Give him a hug
4. Which of the following is true about China?
 - A. It has universal healthcare.
 - B. Business is governed by Communist system
 - C. Business is governed by a combination of central government planning and free enterprise

5. When doing business in India, during a negotiation,
 - A. You should be highly legalistic and stick to contracts
 - B. Concessions are expected in terms and price
 - C. You should be aggressive
6. If you call a staff meeting to take place in Mexico from 7:00 p.m. to 9:00 p.m., you should:
 - A. Expect people to arrive by 7:00 p.m.
 - B. Schedule the meeting from 5:00 to 9:00 p.m.
 - C. Arrive by 7:00 p.m.
7. Which two countries place strong emphasis on detail and facts?
 - A. Iranians and Danish
 - B. South Africans and Brazilians
 - C. Germans and Japanese

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. Do you think Science will (a) end the world (b) save the world or (c) do neither?
2. Science is more important than culture in today's world.
3. In your opinion, what is the greatest technological invention? Why?
4. Are you willing to pay more for food that is really organic?
5. Do you think robots will cause unemployment (loss of jobs) in the future or make more work? Why?
6. How did the Internet become entrenched as a business infrastructure?
7. How has business shaped the Internet's wider social function?
8. What have been the macroeconomic consequences of business's take-up of Internet systems and services?
9. What social changes have cell phones made?
10. What are some things that define a culture? For example, music, language, ...
11. Do you think "when in Rome, do as the Romans do" is always good advice? Why or why not?

12. Have you ever felt confused by the actions of someone from another (business) culture?

FINAL MINI-PROJECT

Task 20.

WRITE

You are in charge of creating guidelines for foreigners who come to Ukraine to do business. Make a list of recommendations for them. For a better understanding of the problem, study the table below.

<i>Etiquette</i>	Dos and Don'ts, manner and comportment, greetings, dress, etc.
<i>Surprises</i>	Unexpected dinner situations, alcohol drinks, folk traditions, etc.
<i>Expectations</i>	Local attitude to time and punctuality, conviviality and mutual respect, hospitality, etc.

Task 21.

PRESENT

Work in teams.

Go online and study the business culture of the country of your choice (the most unusual, that fascinates you the most, etc.

Consolidate the peculiarities and provide tangible advice for businessmen.

Create a poster to present in the class. You may use the poster for inspiration



CHECK YOUR PROGRESS

Can you	YES	NO
explain the difference between invention and innovation?		
differentiate science law from science theory?		
describe how culture influences the economy?		
provide information and advice on Ukrainian business culture?		
not get lost in the world of business etiquette?		

WATCH AND LEARN MORE:

The culture map: the future of management



Intersection of science and culture



Science, Technology, and Society



READ AND LEARN MORE:

Influence of culture on economic development



The Internet and Business



Business cultures from



**around the
world**

TRAINING AND PROFESSIONAL DEVELOPMENT



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DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- How important is formal education?
- Henry Ford said, "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young." Do you agree? Why?
- Why professional development is important?
- Are there enough available options for further training and professional development in your industry?

BRAINSTORM

Task 2. Work with a partner or in small teams. Think of the words related to the topic. Expand the basic template by drawing your personal variant of a concept map and completing it. Do not forget to add new words and phrases while working on the unit. Be ready to share your ideas with the rest of the group.



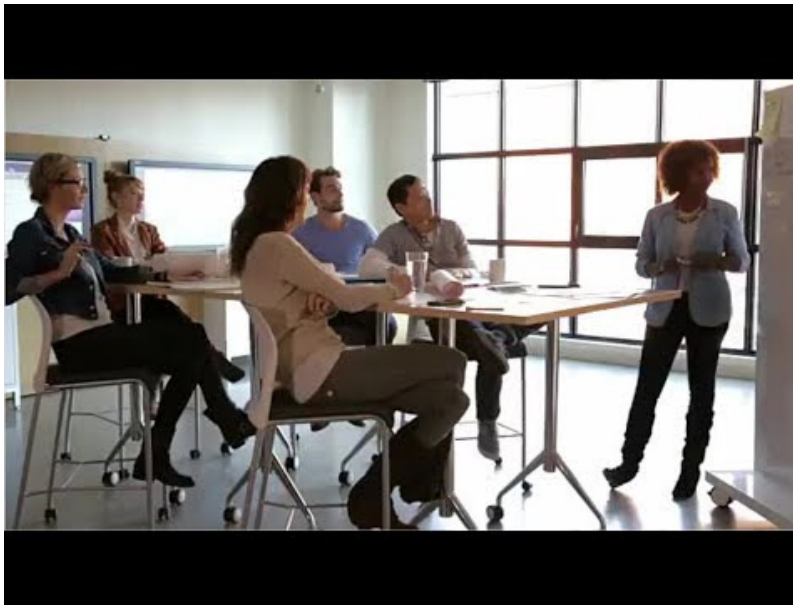
LISTEN and CONSIDER

Task 3. You will watch the video “Training and Development Manager Career”.
Before you watch brainstorm your ideas on the topic by answering the questions.

Work in pairs or in small teams:

1. What are some of the main purposes of Training and Development Managers on the job?
2. What are the job duties of a Training and Development Manager?
3. What is the schedule/work hours of a typical Training and Development Manager?

Task 4. Watch the video and check your answers.



[link](#)

Task 5. Watch the video again and decide whether the statements below are True or False:

1. Employees who are engaged at work usually tend to stick to the job.
2. Training and Development Managers just assign you to the courses you need and want.
3. All the training sessions are held at a distance.
4. Training and Development Managers mostly have full-time office hours.
5. Bachelor's degree can be sufficient for a certain specialist in this occupation.

FOCUS ON VOCABULARY

Task 6. Match the words on the left to the definitions on the right.

- | | |
|---------------|--|
| 1. Lecturer | a. A teacher who works with a student / a learner or a small group of students. |
| 2. Sophomore | b. A student in his or her first year at a university or college. |
| 3. Curriculum | c. A person whose job is to teach or educate people |
| 4. Freshman | d. Somebody who teaches at a university or college. |
| 5. Tutor | e. A third-year student at university or college. |
| 6. Syllabus | f. A fourth-year student at college or university. |
| 7. Educator | g. The subjects which are included in a course of study or taught in an educational institution; a school, a college, or an institute. |
| 8. Junior | h. A student in the second year of a course of study at a college or university. |
| 9. Professor | i. A list of the topics, books, etc. that students have to study in a particular school subject or a particular subject at university. |
| 10. Senior | j. A university teacher of the highest rank. |

Task 7. There are a number of different education forms and types. Complete the definitions below.

<i>vocational</i>	<i>tertiary</i>	<i>informal</i>	<i>formal</i>
<i>compulsory</i>	<i>basic</i>	<i>non-formal</i>	

1. _____ **education:** refers to the education that students receive in an educational institution using a programme. This type of education leads to certification (diploma /certificate /degree).
2. _____ **education:** refers to education at the college or university level.
3. _____ **education:** refers to a variety of educational activities that take place in a variety of settings (formal, informal and non-formal). These activities aim to meet basic learning needs like writing, reading.
4. _____ **education:** usually results from a programme but it is not usually evaluated and learners don't get a certificate. Specifically, it refers to adult literacy. This type of education is voluntary.
5. _____ **education:** learning that takes place outside the educational institution in the context of daily life and work. It is a lifelong process whereby people acquire knowledge, skills, and values from daily experience, family, the Internet, mass media, etc.
6. _____ **education:** a number of years or age span during which children are legally obliged to attend school.
7. _____ **education:** the kind of education that prepares students for careers or professions.

Task 8. Complete the sentences below with the words from the box.

<i>asynchronous</i>	<i>blended</i>	<i>distance</i>	<i>mobile</i>
<i>self-paced</i>	<i>social media</i>	<i>synchronous</i>	

1. _____ learning refers to the acquisition of information and skills through social technologies that allow people to collaborate, converse, provide input, create content and share it.
2. _____ learning occurs when students and their instructors are in different geographical locations and the instruction occurs on an electronic device, such as a computer or mobile phone.
3. _____ learning means that although you will be learning from a distance, you will virtually attend a class session each week, at the same time as your instructor and classmates.
4. _____ learning allows you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time during a one- or two-week period.
5. The university has also introduced _____ learning — combining face-to-face teaching with online resources — in response to student demand.
6. They have developed a "wireless _____ learning environment" with Bluetooth or Wi-Fi technology.
7. _____ learning means you do not need to complete the same assignments or learn at the same time as others. You can proceed from one topic or segment to the next at your speed.

Task 9. Focus on using the target vocabulary.

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. How would you describe your learning process?
2. What are the pros and cons of on-campus learning?
3. Why distant learning is becoming increasingly popular?
4. What are the options for further training and professional development in your career?

READ and ANALYSE

Task 10.

You are going to read the article “Lifelong learning; why do we need it?” Before you read the text, try to guess what the following paragraphs will be about. Use the following chart to organize your ideas. Then check your answers by quickly skimming the text.

<i>Sharpens the mind</i>	
<i>Sharpens the confidence</i>	
<i>Sharpens the interpersonal skills</i>	
<i>Sharpens the career opportunities</i>	
<i>Sharpens the ability to communicate</i>	

Task 11. *Read the text and mark with color the most interesting facts or ideas in each part. Then write down three thick and three thin questions specific to the information you marked. They do not have to have an answer in the text. Be ready present your questions to the rest of the class in order to initiate discussion.*

LIFELONG LEARNING; WHY DO WE NEED IT?

The knowledge-based economy, new technologies, the growing speed of technological changes and globalization all influence the needs to improve the population's skills and competences. In Europe, this has been acknowledged for several years. Lifelong learning (LLL) covers the whole range of learning that includes: formal, informal and non-formal learning. It also includes the skills, knowledge, attitudes and behaviours that people acquire in their day-to-day experiences.

LLL is the process of acquiring and expanding knowledge, skills, and dispositions throughout one's life to foster well-being. It's much more than taking an adult pottery class or reading a nonfiction book occasionally. It's about the decisions one's make and the problems one's solve in everyday life. From enrolling in a structured, formal education program to considering whether to believe an infomercial's gimmick, LLL takes many forms. We live in a world where people must have the skills to understand, interpret and process different information. Because of that, it's essential to recognize and value all forms of learning. Continuing education benefits individuals, communities and the country's economy, as:

- It provides individuals with the knowledge, skills, values, attitudes and understanding they'll need in life as individuals, citizens and workers.
- It makes communities more productive and innovative, as workers create and discover new abilities and ideas. In our knowledge-based economy and society, change is constant in the workplace. But people who embrace LLL, who constantly learn new skills and train for new challenges, can better cope with the demands of workplace changes.
- It strengthens the economy. The more skills, knowledge and ability that individuals develop, the greater the level of capacity in the economy. A stronger economy means citizens benefit from the chance to earn more, live better and contribute to the economic system.

Hildebrand D. S. (2008) noted 5 powerful benefits for LLL, as the following:

- Sharpens the mind.

As getting older, continuous learning helps to keep the mind sharp and improve memory. It is a known fact that learning in general has beneficial effects on the brain. Research has shown that people with more education are less likely to have dementia in old age.

- Sharpens the confidence.

Sometimes, when someone has not stepped out of their routine for a while, they haven't taken on a new challenge or really applied themselves to learning something new, they may find the experience a bit daunting. With LLL this fear is more easily overcome. LLL helps to gain confidence in ability to learn and to share the information with others; gain confidence in who we are and what we have to offer.

- Sharpens the interpersonal skills.

Opportunity to socialize can help to greatly improve our interpersonal skills. When we are learning, we are engaged in life; we are engaged in those around us. And when we share what we know, we help others learn and further enhance our relationships.

- Sharpens the career opportunities.

For anyone who has aspirations of moving their career to the next level, LLL will very much need to be part of the package. Not only can learning enhance the skills we already have, it provides the opportunity to learn a new skill or trade and improve chances of career growth.

- Sharpens the ability to communicate.

Learning generally employs the skills of reading, listening and writing; skills essential to the ability to communicate. Enhancing these skills, improves our ability to write a business letter, compile a marketing report, give a department presentation or even speak one-on-one to the company president.

We all have a natural desire to learn. We really need to focus on this desire and nurture it to reap its many benefits. From quality of life, financial advantages to helping us to adapt in this crazy and chaotic world we live in, we must embrace these many benefits of LLL and make good use of the brief time we have on this planet.

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Task 12. Read the sentences and decide if they are True, False or Not given. Give reasons for your answers.

1. Lifelong learning represents tertiary education.

2. To follow the LLL it is pretty much enough to read a scientific publication from time to time.
3. People who embrace continuing education are more flexible and can adjust to new workplace challenges.
4. LLL has a beneficial effect on the health of older people.
5. The willingness to learn comes with the amount you learn.

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following:

1. _____ a form of television commercial that resembles regular TV programming yet is intended to promote or sell a product, service or idea
2. _____ seeming difficult to deal with in prospect; intimidating
3. _____ a hope or ambition of achieving something
4. _____ form of self-initiated education that is focused on personal development
5. _____ a person's inherent qualities of mind and character
6. _____ receive (something, especially something beneficial) as a consequence of one's own or another's actions
7. _____ the ability to communicate or interact well with other people
8. _____ trends in advanced economies towards greater dependence on knowledge, information and high skill levels, and the increasing need for ready access to all of these by the business and public sectors

Task 14. Work with a partner or in small teams.

A. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/or> any other service you like.



B. Use your word cloud to play a quick Bump-chain round. You may play with your partner or with other team. Create your bumper words combination (3-5 words or phrases) on a piece of paper. All of the words should relate except for one. Your challengers' job is to figure out which word is not related and bump it to the next word group. It should be a chain effect. Also, teams can rotate around the room to try to solve each other's puzzles

Task 15. Translate into English:

Професійний розвиток — це набуття працівником нових компетенцій, знань, умінь і навиків, які він використовує чи буде використовувати у своїй професійній діяльності. Це процес підготовки, перепідготовки й підвищення кваліфікації працівників з метою виконання нових виробничих функцій, завдань і обов'язків нових посад. Про важливість професійного розвитку свідчить той факт, що більшість зарубіжних підприємств виділяють для цієї цілі 10 % фонду заробітної плати.

Інвестиції в людський капітал — це вкладання, спрямовані на підвищення кваліфікації і здібностей персоналу, це витрати на освіту, здоров'я, на мобільність переміщення робочої сили з низькопродуктивних робочих місць до більш високопродуктивних. Капіталовкладення в персонал сприяють створенню сприятливого клімату в колективі, мотивують працівника до свого удосконалення і підвищують його відданість організації.

Навчання персоналу дозволяє вирішувати основні завдання як в інтересах організації — підвищення ефективності і якості праці, так і в інтересах людини підвищується рівень життя, створюється можливість для реалізації своїх здібностей. Працівник стає конкурентоспроможним на ринку праці, а рівень освіти є одним із трьох показників, що формують індекс розвитку людини, куди входять показники тривалості життя та доход на душу населення.

TALKING POINT

Task 16. *Work with a partner or in small teams. Reason your choice of future specialty. Use the following chart describing the key factors to be considered while choosing a career. Compare your ideas and reasons. Make a conclusion. Present your findings to the rest of the class:*



Task 17.

<p><i>Work with a partner or in small teams.</i></p> <p><i>Create a profile of your speciality.</i></p> <p><i>Complete the chart to organize your ideas.</i></p>	<p><u>TITLE:</u></p>
	<p><u>NATURE:</u></p>
	<div> <div> <p><u>BASIC HARD SKILLS:</u></p> </div> <div> <p>BASIC SOFT SKILLS:</p> </div> </div>
	<div> <div> <p><u>JOB RESPONSIBILITIES:</u></p> </div> <div> <p><u>I believe a successful specialist in this sphere is / has / must etc.:</u></p> </div> </div>
	<div> <div> <p><u>CAREER OPPORTUNITIES:</u></p> <div> <div>in Ukraine</div> <div>abroad</div> </div> </div> <div> <p>Professional development "must do" list:</p> </div> </div>
	<p>EXTRA CERTIFYING OPTIONS</p>
<p><u>CONCLUSIONS:</u></p>	

Task 18. *Brainstorm in pairs or in small teams and make, a list of the most beneficial and challenging sides a career in your industry. Use the T-chart to organize your ideas. Be ready to share and discuss your ideas with the rest of your class. (Find more information on brainstorming in Appendix 1).*

Benefits	Challenges

|

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. What comes to mind when you hear the word ‘training’?
2. What comes to mind when you hear the word ‘learning’?
3. Do you think you will always be involved in lifelong learning?
4. Do you think we ever stop learning? Are we ever too old to start learning something new?
5. Have you ever taken part in a training programme that was useless? What was wrong with it?
6. Can you think of a training programme, which would be useful to you?
7. What sort of skills do you think young people in Ukraine lack the most?
8. Will online training be very big in the future?
9. If you can learn something from a book, there is no point in going to a class. Do you agree?
10. What would you say is the difference between education and training?
11. Do you need to have a university degree to work for your company? Do you think this is right?
12. Does your company offer any training programmes? Do you think they are useful?

FINAL MINI-PROJECT

Task 20.

WRITE

Investigate and analyze the role of lifelong learning in your industry. Complement your findings with your experience. Write a short passage summarizing your findings and ideas. Use 200-250 words.

Task 20.

PRESENT

- *Work with a partner or in small teams.*
- *Imagine you are establishing a school for future managers.*
- *Create a presentation to advertise your school to your group mates.*
- *Use the template given below to highlight the key points.*

(Find useful language and tips for presentations in Appendix 2).

NAME:	
Competitive advantages	Curricular
Concept	
Basic requirements for students	Expected outcomes

CHECK YOUR PROGRESS

Can you	YES	NO
list types of education?		
describe your learning experience?		
explain the life-long learning concept?		
present your future speciality profile?		
talk about prerequisites for a successful career in your industry?		

WATCH AND LEARN MORE:

The life-long learner



3 steps for creating a successful professional development plan



Life-long learning – your competitive advantage



READ AND LEARN MORE:

How life-learning can enhance your business



7 essential elements of a life-long learning mind-set



The 8 best professional development goals for managers



ENERGY



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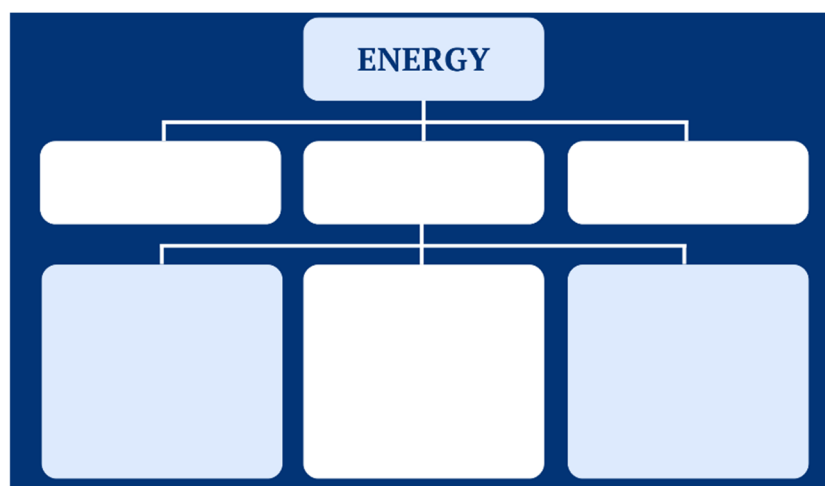
DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- Does your country need a lot of energy? Why?
- What do you think of the world's hugely increasing energy needs?
- What happens if we run out of energy?
- Do you think scientists will solve the world's energy problems?

BRAINSTORM

Task 2. Work with a partner or in small teams. Think of the words related to the topic. Expand the basic template by drawing your personal variant of a concept map and complete it. Do not forget to add new words and phrases while working on the unit. Be ready to share your ideas with the rest of the group.

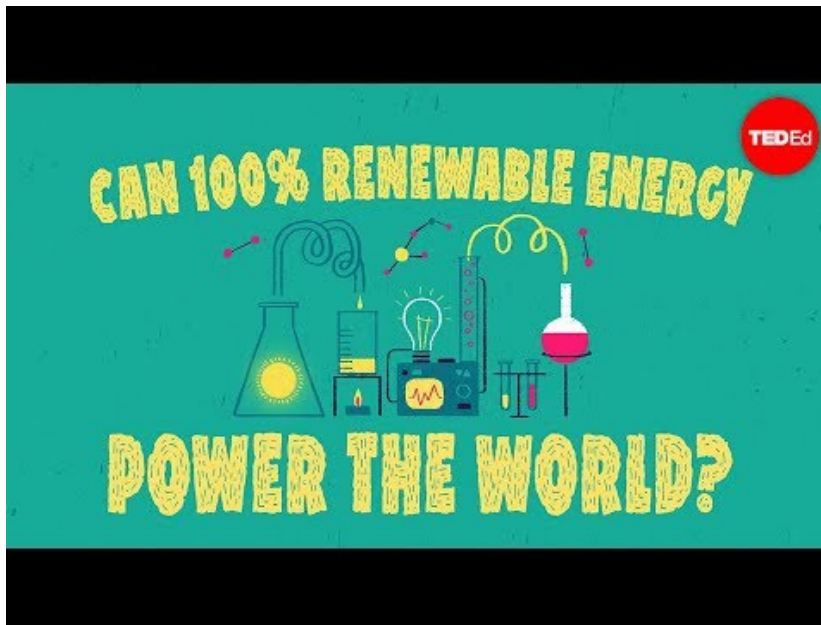


LISTEN and CONSIDER

Task 3. You will watch the video “Can 100% Renewable Energy Power the World?”. Before you watch brainstorm your ideas on the topic. Work in pairs or in small teams: Answering the question may help you organize your vision.

1. How much oil has the population already consumed (%)?
2. How much of our need does the renewable energy provide (%)?
3. How do we use energy (electricity and liquid fuels)?

Task 4. . Watch the video and check your answers.



[link](#)

Task 5. Watch the video again and answer the questions below:

1. Approximately how long are fossil fuels going to last (at the present level of consumption)?
 - A. 10 years
 - B. Forever
 - C. Millennia
 - D. A century
2. The sun shines lots of energy towards the earth. Approximately how many times more than our present levels of consumption?
 - A. 10,000
 - B. 2
 - C. 100
 - D. 1,000,000

3. If we replaced ALL our present energy needs with solar cells, how much of the surface would need to be covered?
- A. 1 square kilometer
B. 1 million square kilometers
C. 10,000 square kilometers
D. 1 billion square kilometers
4. In theory, we could fly a large transatlantic flight by using batteries to power the aircraft. How many tons of batteries should the plane load for such a flight?
- A. 100
B. 1000
C. 10
D. 1
5. At present, fossil fuels constitute our major source of primary energy, yet they are also the cause of large looming problems. Which among them seems the most dangerous one?
- A. Pollution
B. Acid rains
C. Climate change
D. Depletion and near future shortages

FOCUS ON VOCABULARY

Task 6. Complete a description of how energy sector has changed in the last 20 years. Use the words in box below:

<i>expenditure</i>	<i>in-house</i>	<i>meter</i>	<i>retail</i>	<i>operate</i>
<i>power</i>	<i>supplier</i>	<i>activities</i>	<i>state-owned</i>	<i>subcontractors</i>

Twenty years ago, the energy business was dominated by _____ monopolies, which controlled everything from the _____ plant to the domestic. Nowadays, companies _____ in a market divided between regulated _____, such as transmission and distribution, and activities open to competition, like electricity generation or energy _____. Often the wires and pipes that transport the electricity and gas are still owned by the historical _____, but in other areas, there are many new entrants to the market. In production, these tend to be large, established energy companies because the capital _____ needed is so great. However, in retail and supply there is

a variety of competitors. There are also more _____ doing jobs like maintenance, metering or construction, activities that in the past were done _____.

Task 7. There are a number of renewable and non-renewable energy sources.

Complete the definitions below.

<i>fossil fuel</i>	<i>oil and gas</i>	<i>nuclear energy</i>	<i>coal</i>
<i>solar</i>	<i>hydroelectricity</i>	<i>wind farm</i>	<i>geothermal</i>

1. _____: petroleum, natural gas and other related hydrocarbons or minerals or any of them and all other substances produced or extracted in association therewith.
2. _____: utilizing the sun's rays especially to produce heat or electricity
3. _____: energy comes from heat that is stored deep in the Earth.
4. _____: electricity generated from water power
5. _____: a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms
6. _____: a combustible black or dark brown rock consisting chiefly of carbonized plant matter, found mainly in underground seams and used as fuel
7. _____: an area of land with a group of energy-producing windmills or wind turbines
8. _____: comes from splitting atoms in a reactor to heat water into steam, turn a turbine and generate electricity.

B. Now look at the situations below. How do you think each business owner should raise money?

1. When _____, like coal and oil, are burned to produce energy, they create greenhouse gases.

2. _____ does not produce carbon dioxide but it does produce radioactive waste.
3. The UK extracts _____ from the North Sea.
4. The country is planning to construct 50 dams for the generation of _____.
5. At the height of the Industrial Revolution, vast numbers of people spent their lives working in factories and _____ mines.
6. Iceland, a pioneer in the use of _____ energy, is home to more than 200 volcanoes and a large number of hot springs, and therefore has an abundant source of hot, easily accessible underground water.
7. This offshore _____ supplies 450,000 homes with electricity.
8. We have installed _____ panels on our roof and they produce almost all our electricity.

Task 8. Match to make sentences describing the roles of different players in a competitive energy market.

- | | |
|------------------------------------|--|
| 1. Energy companies | a. remains under government control. |
| 2. Electricity companies | b. ensures there is fair competition in the market. |
| 3. The generation of nuclear power | c. encourages the network operators to become more efficient. |
| 4. The regulator | d. should be able to choose their energy supplier as often as they like. |
| 5. The regulator | e. subcontract work involving the safety of their installations to subcontractors. |
| 6. The regulator | f. controls the price of energy to the final consumer. |
| 7. Consumers | g. don't have to reduce their energy consumption if they don't want to. |
| 8. Consumers | h. are allowed to cut off the supply to a customer who doesn't pay his/her bills. |

Task 9. Focus on using the target vocabulary.

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. What role does the government have in the energy sector in Ukraine?
2. How do you think the energy trading sectors was affected be the pandemic and war?
3. In your view, what is the most promising form of energy in the world and in Ukraine?
4. Compare renewable and non-renewable energy sources in the context of business.

READ and ANALYSE

Task 10.

You are going to read an article “European Industry and The EMAS Regulation”.

Tick ✓ which of these subjects you think will be mentioned. Share your ideas and results with your groupmates. Then check your answers by quickly skimming the text.

European Union	<input type="checkbox"/>	Sustainable	<input type="checkbox"/>	Environmental	<input type="checkbox"/>
		Development		Auditing	
Renewable Energy	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Environmental	<input type="checkbox"/>
		Management		Priorities	

Task 11. Read the text. A) Mark with color the key ideas in each part. Find 1-2 details that support the main idea in each part and underline them. B) Think up a new title for the text. Be ready to explain your choice in 2-3 sentences. Compare your notes with your group mates.

EUROPEAN INDUSTRY AND THE EMAS REGULATION

Small and medium-sized enterprises (SMEs) comprise more than 99% of the 15.7 million business organizations registered in Europe. The EMAS (Eco-Management and Audit Scheme) Regulation is directed toward such organizations

because of their often reported and significant impact upon the natural environment. The EMAS Regulation aims to publish information on these organizations' environmental performance standards and to give public recognition to enterprises that make a significant commitment to improve this. The EMAS Regulation consists of a number of components and these are now discussed and are brought together in the next paragraphs.

The Preparatory Environmental Review. This is a review of the organizational site to identify all of its environmental 'effects'. These environmental effects should include, for example, the organization's most significant inputs, throughputs and outputs. These should include, for example, the amount of energy that the organization uses, its choice of raw materials, the types of wastes generated and the way in which the organization's products are used and disposed of.

The Environmental Policy. This is a declaration of the organization's aims and principles with regard to the natural environment. The policy statement must make an explicit commitment to comply with EU and UK legislation and to continuous improvements in environmental performance standards as time passes. The policy must also be in a form which can be easily communicated to internal and external organizational stakeholders. Finally, the policy must also address relevant environmental issues which affect the company's activities and operations.

The Environmental Management Programme. The purpose of the management programme is to ensure that environmental goals and targets are set in accordance with the environmental policy statement. Once environmental priorities are set, the programme then must be implemented and this should cover the organization's management structures and systems. Within these, the EMAS Regulation requires the organization to establish clearly defined roles and responsibilities. The programme also needs to be supported by a clear administrative hierarchy and a manager must also be appointed to oversee the programme.

The Environmental Management System. The company's environmental administrative systems must be fully documented and integrated into the organization's management structures and organizational systems. The

administrative system must be supported by a management manual and this must specify roles and responsibilities and also the formal interaction between personnel. Written instructions must also be produced for all managers and staff.

The Environmental Audit. The purpose of the audit is to ensure that the organization has conformed to the goals and targets set out in the management programme. If necessary corrective action needs to be taken to ensure compliance. The audit is to be carried out at periodic intervals. Finally, the EMAS Regulation adopts the ICC definition of environmental auditing.

The Environmental Statement. A unique feature of the EMAS Regulation is that it requires that a public statement linked to the environmental audit is published on an annual basis. The statement needs to be validated and accredited by an independent verifier and must be made publicly available. This is to enable any interested parties to examine the environmental performance standards of the organization and, for this reason, there is a requirement that the statement should be written in a user-friendly way.

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Task 12. Read the sentences and decide if they are True, False or Not given. Give reasons for your answers.

1. Large business does not fall under the EMAS Regulation due to its low representation in Europe.
2. The Preparatory Environmental Review is to cover organization's full cycle of environmental effects.
3. The Environmental policy must follow the UN legislation in environmental performance.
4. The Environmental Management System controls the correspondence of environmental goals with environmental policy statement.
5. The Environmental Audit aims at securing that all of the goals and targets set out in the management programme are fulfilled.

EXPLORE the LANGUAGE

Task 13. Find the idioms in the text that mean the following:

1. _____ the amount of things it can do or deal with in a particular period of time
2. _____ understandably and precisely marked or stated
3. _____ meet specified standards
4. _____ the measurable results of an organisation's management of its environmental aspects
5. _____ an assessment of the extent to which an organization is observing practices which minimize harm to the environment
6. _____ precisely and clearly expressed, leaving nothing to implication; fully stated
7. _____ comply with rules, standards, or laws
8. _____ supervise (a person or their work), especially in an official capacity

Task 14. Work with a partner or in small teams.

A. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/> or any other service you like.



B. Choose 10 words from your word cloud. Use these words to play a quick Taboo round.

Task 15. Translate into English:

Згідно із озвученими в Лугано планами, уряд розраховує на будівництво 5-10 ГВт сонячних та вітрових електростанцій до 2026 року. Крім того, є проекти для будівництва гідроакумуючих станцій. «Ми нещодавно підписали проєкт будівництва водосховищ - говоримо про 200 МВт для гідроакумуючих електростанцій», - зазначив Галущенко під час презентації.

Крім того, планується локалізація виробництва обладнання для об'єктів ВДЕ, будівництво потужностей для виробництва «зеленого» водню, розвиток виробництва біопалива.

«Декарбонізація, диджиталізація, децентралізація енергетичних систем – це правило трьох «Д», яке зараз впроваджують у всіх розвинутих країнах світу», -

зауважив експерт енергетичних програм Центру Разумкова Максим Білявський в ефірі національного марафону новин. Він нагадав, що тренд декарбонізації нікуди не подівся зі світової повістки денної, й Україна, щоб дотримуватися його, має продовжувати попри все розвивати виробництво електроенергії з відновлюваних джерел.

Адже від ідеї прикордонного вуглецевого регулювання ніхто в світі не планує відмовлятися. Як пояснює Білявський, при впровадженні СВМ (мита на імпортовані товари, розмір якого залежить від вуглецевого сліду у виробництві) при експорті промислової продукції (наприклад, сталі) доведеться надавати сертифікат, який би підтверджував використання «зеленої» енергії при виробництві продукції, або сплачувати підвищений податок.

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TALKING POINT

Task 16. Brainstorm in pairs. Imagine it is one year from now and the price of oil is ten times higher than it is now. With a partner, use the left-hand column of the T-chart to list the changes that this increase in price of oil has caused. (Find more information on brainstorming in Appendix 1).

<i>Changes</i>	<i>Adjustments</i>
<i>Public transport fares have gone up.</i>	<i>We ride our bicycles everywhere.</i>

In the right-hand column, list the adjustments you have made in your life and habits because of the changes you have listed in the left-hand column.

Task 17. In pairs, discuss the following questions:

1. How do our roles as consumers of resources link us to climate change?

2. How do consumer choices relate to the hydrologic, carbon/oxygen, and energy flow models?
3. What changes can be made to consumer products to make them more climate-friendly?
4. What impact will climate change have on the economics of consumer products?
5. What green habits should we cultivate nowadays?

Make notes and be ready to share the results of your discussion with the rest of the class. While you are speaking, the rest of the class will take brief notes so that they can ask you questions after your speech.

Task 18. *Work in pairs or small teams. Compare different types of energy sources in the context of suitability, feasibility and profitability for consumers/small businesses/big companies/energy suppliers in Ukraine.*

	Pros	Cons
Consumers		
Small business		
Big company		
Energy supplier		

Task 19. *Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:*

1. What forms of energy do you use in your everyday life? Why?
2. What is the most common form of energy in your country? Is it expensive or cheap? Is the source of this energy limited or not?
3. What is clean energy?
4. Do you think scientists will discover a new source of energy in near future?
5. How can you save some energy in your everyday life?
6. Is solar energy the best form or renewable energy?
7. What do you think oil companies think about solar energy?
8. Why do you think some businesses succeed while other businesses fail?

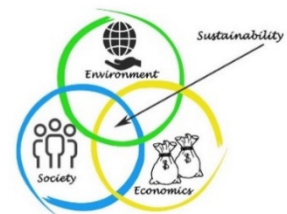
9. Why do some people choose to be entrepreneurs while others choose to be employees?
10. Are you using sustainable products and processes?
11. Talk about forms of renewable energy. Do you use any?
12. Are older business representatives as concerned about the sustainability and green issues in business as new generation?

FINAL MINI-PROJECT

Task 20.

WRITE

Go online and conduct a research on sustainability business models. Write a brief comparison of two of them. Shape your findings in 150-200 words.



Task 21.

PRESENT

Work in teams. Develop a plan for making business more sustainable. Create a poster to present it in the class. You may use the poster below for inspiration. (Find useful language and tips for presentations in Appendix 2).



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CHECK YOUR PROGRESS

Can you	YES	NO
describe the energy sector in Ukraine?		
list the main alternative energy sources?		
describe at least one sustainability business model?		
present greener and more sustainable solutions for consumers, businesses and for everyday routines?		
talk about green business strategies?		

WATCH AND LEARN MORE:

The political chemistry of oil



A 40-year plan for energy



Why "biofabrication" is the next industrial revolution



READ AND LEARN MORE:

**10 ways
renewable
energy can
save
businesses
money**



**Growing
renewable
power
generation**



**Ukraine
renewable
energy
market**



MARKETING



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DISCUSS

Task 1. How much do you know about marketing? Choose the correct options, be ready to explain your choices and discuss the results with your groupmates.

- 1.** A specific group of consumers that an organization selects as the focus of its marketing plan.
 - a) market
 - b) clients
 - c) customers
 - d) target market
- 2.** Studies of consumers based on social and psychological characteristics, such as attitudes, interests, and opinions.
 - a) market segmentation
 - b) demographics
 - c) psychographics
 - d) geographics
- 3.** Statistics that describe a population in terms of personal characteristics, such as income, age, and occupation.
 - a) behavioristics
 - b) demographics
 - c) geographics
 - d) psychographics

- 4.** A combination of four basic marketing strategies: product, place, price, promotion.
- a) market segmentation
 - b) marketing
 - c) market
 - d) marketing mix
- 5.** The idea that companies need to satisfy their customers while also trying to reach their company's goals.
- a) marketing concept
 - b) marketing
 - c) marketing mix
 - d) market segmentation
- 6.** A way of analyzing a market by categorizing specific characteristics.
- a) marketing mix
 - b) target market
 - c) market segmentation
 - d) marketing concept
- 7.** Which of the following is a benefit to the consumers of the exchanges which occur as a result of marketing?
- a) brand loyalty
 - b) making profits
 - c) obtaining needed items at the right time
 - d) determining how to meet unlimited wants with limited resources
- 8.** By enabling consumer to obtain goods and services at the right time and in the right place, marketers are adding ____ to goods and services.
- a) utility
 - b) costs
 - c) profit
 - d) delivery
- 9.** Which of the following core standards of marketing involves collecting and using data to make future business decisions?

- a) Selling
- b) Financing
- c) Marketing-Information Management
- d) Product/Service Management

BRAINSTORM

Task 2. How many words can you think of related to the topic? You have three minutes to brainstorm and make notes. Then share your ideas with your group mates. Do not forget to add new words and phrases while working on the unit.

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives/ adverbs</i>	<i>Phrases, collocations, idioms etc</i>

LISTEN and CONSIDER

Task 3. You will watch the video named The Sweet Pleasures of Coca-Cola's Storytelling. Before you watch brainstorm and answer the questions. Work in pairs.

1. What is the main task of brand storytellers?
2. How long has Coca-Cola been “telling stories”?
3. Has Coca-Cola’s storytelling development changed over the time? If yes, speculate in what a way.
4. Who do the storytellers work with during their creative process?
5. What is “Coke and Meal” strategy?

Task 4. Watch the video and check your answers.



Task 5. Watch the video again and complete the sentences below:

1. It's on us, brand storytellers _____ that you are willing to watch.
2. We're _____ our storytelling to be more relevant, to be more _____.
3. _____ is that _____ out of 10 are not created by us.
4. We work very closely with _____; we work with our fans _____.
5. We are _____ the way that we _____ how coke pairs with food.

FOCUS ON VOCABULARY

Task 6. Complete the chart:

Noun	Verb	Adjective	Synonym	Opposite
	consume			X
analytics				
		promotional		
	market			

brand				
		public		
product				
		quantitative		
		tangible		
price				

Task 7. Complete the chart and decide which of the words and phrases below belong to Product, Price, Place, Promotion:

acceptability awareness cost to user objects
accessibility communication customer needs operations
affordability convenience objectives organizations

PRODUCT	PRICE	PLACE	PROMOTION

Task 8.

A. Match words from each column to make collocations.

1. media 2. search engine 3. brand 4. sales 5. product 6. pay-per-click 7. target 8. competitor	a. funnel b. market c. mentions d. line e. analysis f. advertising g. optimization h. strategy
--	---

B. Match the collocations to their definitions.

- a) Using special strategies to get a high-ranking position in search engines (Google, Yahoo!, Bing, etc.).
- b) items where the company's name is seen in newspapers, magazines, and websites
- c) a particular group of consumers at which a product or service is aimed.
- d) the professional maintenance of a favourable public image by a company or other organization.
- e) a group of related products all marketed under a single brand name that is sold by the same company.
- f) an internet advertising model in which advertisers pay only when somebody clicks on their ad.
- g) the process of identifying competitors in your industry and researching their different marketing strategies.
- h) the visual representation of the customer journey, depicting the sales process from awareness to action.

Task 9. Focus on using the target vocabulary.

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. Choose one specific product you are most interested in. What are the 4Ps?
2. Choose one specific product you are least interested in. What are the 4Ps?
3. Which marketing strategies do you consider to be the most effective (for your domestic market)?

READ and ANALYSE

Task 10. You are going to read the article. Look at its title and think of five questions you expect to be answered when reading. Use the following chart to organize your

ideas. Skim the text to find the answers. Share your ideas and results with your groupmates.

Question	Answer
Who...?	
What...?	
When...?	
Why?	
How?	

Task 11. Read the text. Read the text and mark with color the key ideas in each part. Then, organize your notes in a concept map. Be ready to present your concept maps to the rest of the class.

**ALTHOUGH WIDESPREAD ADOPTION OF THE METAVERSE MAY
TAKE SOME TIME, LEADING BRANDS ARE ALREADY REWRITING
THE RULES OF MARKETING.**

We may still be in the first wave of consumer engagement with the metaverse, but lessons are already emerging from companies that found early success. In some ways, the critical elements of marketing in the metaverse resemble those of designing authentic and compelling brand experiences in the physical world. But the application of these elements in the metaverse can be very different. Much as approaches for value drivers online continue to evolve, the effective engagement of consumers in the metaverse will require its own evolving recipe for success.

What, exactly, is the metaverse? Right now, the interested parties cannot agree on any one definition. But most descriptions—including this particularly insightful take from venture capitalist Matthew Ball, who recently shared his thoughts on the promise of the metaverse with McKinsey—have some elements in common: • The metaverse encompasses immersive environments, often (but not always) using virtual- or augmented-reality technology.

- The metaverse is “always on” and exists in real time.
- The metaverse spans the virtual and physical worlds, as well as multiple platforms.
- The metaverse is powered by a fully functioning virtual economy, often (but not always) built on cryptocurrency and digital goods and assets, including nonfungible tokens (NFTs).
- The metaverse enables people to have virtual identities, presence, and “agency,” including peer-to-peer interactions, transactions, user-generated content, and “world-building.”

We believe that the metaverse is best characterized as an evolution of today’s internet—it is something we are immersed in instead of something we look at. It may realize the promise of vast digital worlds to parallel our physical one. For marketers, the metaverse represents an opportunity to engage consumers in entirely new ways while pushing internal capabilities and brand innovation in new directions. We do continue to see a healthy amount of skepticism about the metaverse, and companies may wish to exercise caution, since the promise may take some time catching up to the hype. But we believe we’re at the cusp of a fundamental shift in how people use the internet. Marketers would be remiss if they didn’t start exploring what the metaverse can offer. Now is the right time to adopt a test-and-learn mindset, to be open to experiments, and to move on quickly from failure and capitalize on success.

No matter how the metaverse evolves, levels of innovation and consumer adoption will probably accelerate. When you consider how quickly platforms are evolving and the new use cases emerging, it’s clear that brands will have incentives to go on testing and learning. It will also be imperative for marketers to secure the talent required to keep up with rapid new developments in areas such as augmented and virtual reality, consumer journey analytics, and social commerce.

© McKinsey & Company

Task 12. *Decide if the following statements are True (T), False (F), or Not Mentioned (NM).*

1. Key features of marketing in the metaverse are very different from those in the physical world.
2. The effective engagement of consumers into marketing process in metaverse is currently under study globally.
3. The common definition of metaverse was provided by venture capitalist Matthew Ball.
4. The metaverse exists non-stop.
5. The metaverse spans only the multiple virtual platforms.
6. Virtual economy is usually built on cryptocurrencies such as bitcoin and ethereum.
7. Knowledge of marketing strategies will help you to capitalize on success.
8. The existence of metaverse will provide a break for marketers in inquiring process.

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following

1. _____ a virtual-reality space in which users can interact with a computer-generated environment and other users.
2. _____ a private equity investor that provides capital to companies with high growth potential in exchange for an equity stake
3. _____ an emergent economy existing in a virtual world
4. _____ strategy to make aware of a product, create interest among the customers, organize a trial run to check how the product is performing and at the end allowing the customers to adopt your product
5. _____ the ongoing cultivation of a relationship between the company and consumer that goes far beyond the transaction

6. _____ factors that increase the worth of a product, service, asset or business
7. _____ pieces of digital content linked to the blockchain, the digital database underpinning cryptocurrencies such as bitcoin and ethereum.
8. _____ a technology that superimposes a computer-generated image on a user's view of the real world, thus providing a composite view.

Task 14.

Work in teams. Go to <https://www.wordclouds.com/> and create a word cloud for the text. Include 15-20 keywords or phrases of your choice. Then, pass this word cloud to another team. They should generate a 10-sentence speech including as many words from your cloud as possible. Each used word brings 1 point. In this competition wins the team with the maximum score.



Task 15. Translate into English:

Аналізуючи приклади вибору та застосування різних стратегій різними фірмами, можна говорити про велику різноманітність маркетингових стратегій. Незважаючи на те, що базова мета функціонування всіх фірм-виробників на ринку однакова - одержання прибутку, не існує єдиної маркетингової стратегії щодо її досягнення, яка була б прийнятна для всіх фірм.

Маркетингові стратегії класифікують за різними ознаками.

1. Глобальні маркетингові стратегії - стратегії, які визначають принципові рішення щодо вибору напряму розвитку фірми.
2. Базові стратегії базуються на певних конкурентних перевагах фірми.
3. Стратегії росту визначають напрям розширення масштабу фірми.
4. Залежно від методу обрання цільового ринку - стратегії, що дають змогу визначити, які товари й для яких сегментів ринку буде виробляти фірма.
5. Залежно від ступеня сегментування ринку - стратегії вибору комплексу маркетингових засобів для певних сегментів споживачів.





TALKING POINT

Task 16. Highly Brill Leisure Center has hired you to help them with their marketing decision making. Perform a SWOT analysis on Highly Brill Leisure Center, based upon the following issues:

- 1.** The Center is located within a two-minute walk of the main bus station, and is a fifteen-minute ride away from the local railway station.
- 2.** There is a competition standard swimming pool; although it has no wave machines or whirlpool equipment as do competing local facilities.
- 3.** It is located next to one of the largest shopping centers in Britain.
- 4.** It is one of the oldest centers in the area and needs some cosmetic attention.
- 5.** Due to an increase in disposable income over the last six years, local residents have more money to spend on leisure activities.
- 6.** There has been a substantial decrease in the birth rate over the last ten years.
- 7.** In general people are living longer and there are more local residents aged over fifty-five now than ever before.
- 8.** After a heated argument with the manager of a competing leisure center, the leader of a respected local scuba club is looking for a new venue.
- 9.** The local authority is considering privatizing all local leisure centers by the year 2000.
- 10.** Press releases have just been issued to confirm that Highly Brill Leisure Center is the first center in the area to be awarded quality assurance standard BS EN ISO 9002.
- 11.** A private joke between staff states that if you want a day-off from work that you should order a curry from the Center's canteen, which has never made a profit.
- 12.** The Center has been offered the latest sporting craze.


- 13.** Highly Brill Leisure Center has received a grant to fit special ramps and changing rooms to accommodate the local disabled.
- 14.** It is widely acknowledged that Highly Brill has the best-trained and most respected staff of all of the centres in the locality.



SWOT ANALYSIS

 STRENGTHS	 WEAKNESSES	 OPPORTUNITIES	 THREATS

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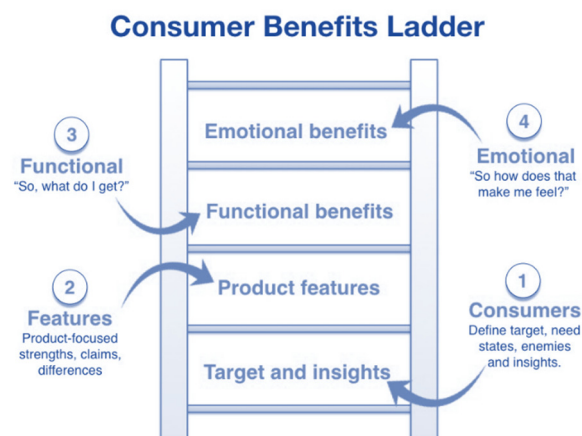
Task 17. Marketing a product: *brainstorm in pairs or small teams, choose one product and present how you would sell it. Draft a slogan and the press advertisement. (Find more information on brainstorming in Appendix 1).*

<p>Name: “Aqua”</p> <p>Description: a fresh and aquatic fragrance which captures the full power of the sea in an iconic glass bottle, in a crystal and frosted transparent glass.</p>	
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<p>Target consumer: women and men between the ages of 14-60 with high income</p> <p>Pricing: high</p>	
<p>Name: “Fruit Blast”</p> <p>Description: naturally sweet, low carbonated fruit drink containing fresh fruit juice and loaded with vitamins.</p> <p>Target consumer: all ages, primarily young adults and children.</p> <p>Pricing: moderate.</p>	
<p>Name: “Impressionism through the years”</p> <p>Description: art photo album with hard cover, goldtone edge, white extra plastic inserts for 4x6 inch photos</p> <p>Target consumer: educated, middle to high income groups</p> <p>Pricing: moderate for this type of product</p>	

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Task 18. Brainstorm with a partner or in small teams. Choose a product that fascinates you the most or you consider to be the most favorable for the society and complete “Consumer Benefits Ladder”. Then present it to the group. Use the chart below to organize your ideas. (Find more information on brainstorming in Appendix 1).



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Robertson.
Beloved Brands

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. Can you think of a highly successful marketing campaign by a famous company? Why was it so successful?
2. Can you think of any infamous marketing disasters? What went wrong?
3. Can you trust adverts that you see on social media?
4. Do you think that social media marketing is the future?
5. Would marketing through social media be effective for your company?
6. Do you pay any attention to email adverts? Do you think they work?
7. Can you think of any other ways of using the internet to market a product or service?
8. Is leafleting in the street an effective means of marketing in the 21st century?
9. Would you be happy to stand in the street and hand out leaflets?
10. What do you normally do with junk mail? Why do companies keep sending it?
11. Why do companies sometimes offer discounts on certain products? Why are they so effective?
12. Do you think gift vouchers are a good idea? Do you like receiving them?

FINAL MINI-PROJECT

Task 19.

WRITE

Get inspiration from video task 4 as well as task 18 of this Unit to tell a story of your chosen product. Write a story, which would make information much more memorable.

Task 20.

PRESENT

Think about the most memorable product you bought. Describe the marketing mix using the 4Cs, the 4As or the 4Os. Use the chart below to help you organize your ideas. (Find useful language and tips for presentations in Appendix 2).

Customer needs → **Acceptability** → **Objects** → **Product**
Cost to Customer → **Affordability** → **Objectives** → **Price**
Convenience → **Accessibility** → **Organization** → **Place**
Communication → **Awareness** → **Operations** → **Promotion**

Four Cs	Four As	Four Os	Four Ps
<u>Customer Needs:</u> Identifying customers' problems and how the company can solve them by developing the product.	<u>Acceptability:</u> The product should be socially and legally acceptable as well as attractive and fashionable.	<u>Objects:</u> The way the product is manufactured as well as its level of quality.	<u>Product</u>
<u>Cost to Customer:</u> Determining the cost of the product that the customer will perceive as fair.	<u>Affordability:</u> The product should be available at a price that the customer can afford to pay.	<u>Objectives:</u> Considerations about the revenue the company should generate and the price at which this revenue objective should be met.	<u>Price</u>
<u>Convenience:</u> Making the product available to customers without their having to make an effort.	<u>Accessibility:</u> The product should be conveniently accessible even for people with disabilities.	<u>Organization:</u> Sale and distribution of the product; determining the distribution methods to be used.	<u>Place</u>

Four Cs	Four As	Four Os	Four Ps
<u>Communication:</u> Ways the company will use to get their message about the product across to the customer.	<u>Awareness:</u> As many people should know about the product as possible.	<u>Operations:</u> Promotional operations that most suit the product, such as telemarketing, direct mail etc.	<u>Promotion</u>

CHECK YOUR PROGRESS

Can you	YES	NO
define key marketing terms?		
name at least 5 words describing 4Ps?		
provide a slogan and the press advertisement?		
tell a story of a product/brand?		
evaluate and present a company's competitive position via SWOT analysis?		

WATCH AND LEARN MORE:

5 HUGE Digital Marketing Trends To Watch In 2022



Philip Kotler: Marketing



12 secrets of marketing and you won't believe what happens next



READ AND LEARN MORE:

A critical review of digital marketing



Marketing 5.0: Technology for humanity



The future of technology and marketing: A multidisciplinary perspective



RECESSION



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DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- What comes to your mind when you hear the word ‘recession’? Try to define the term.
- Take 2 minutes to note down your associations. Compare your lists with other students. What similarities do you have? What are the biggest differences?

BRAINSTORM

Task 2. Work in pairs or in small teams. Think of the words related to the topic for each letter. Share your ideas with your groupmates and complete the missed letter lines. Do not forget to add new words and phrases while working on the unit.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

LISTEN and CONSIDER

Task 3. You will watch the video where BBC Business reporter Lora Jones explains the recession. Before you watch complete the chart below. Brainstorm in pairs or small teams, be ready to reason and discuss your ideas with the rest of the class.

Recession is	(define)
Causes of recession	(list)
What could a recession mean to people?	(explain)
What could a recession mean to governments?	(explain)
Depression in an economy is	(define)

Task 4. Watch the video and check your answers.



[link](#)

Task 5. Watch the video again and answer the questions below:

1. When was the last global recession?
2. What was the trigger for the global financial crisis in 2007?

3. What are the possible reasons for the recession linked to the pandemics?
4. Can recession spread? What examples does the video give?
5. How long can last the negative impact on job prospects and pay?
6. When was the last depression in global economy? Where did it start and how long did it last?

FOCUS ON VOCABULARY

Task 6. Complete the chart below, then put the events in order of severity (1=the worst and hardest type).

Noun	Definition	Opposite
<i>crash</i>		
<i>crisis</i>		
<i>depression</i>		
<i>downturn</i>		
<i>recession</i>		

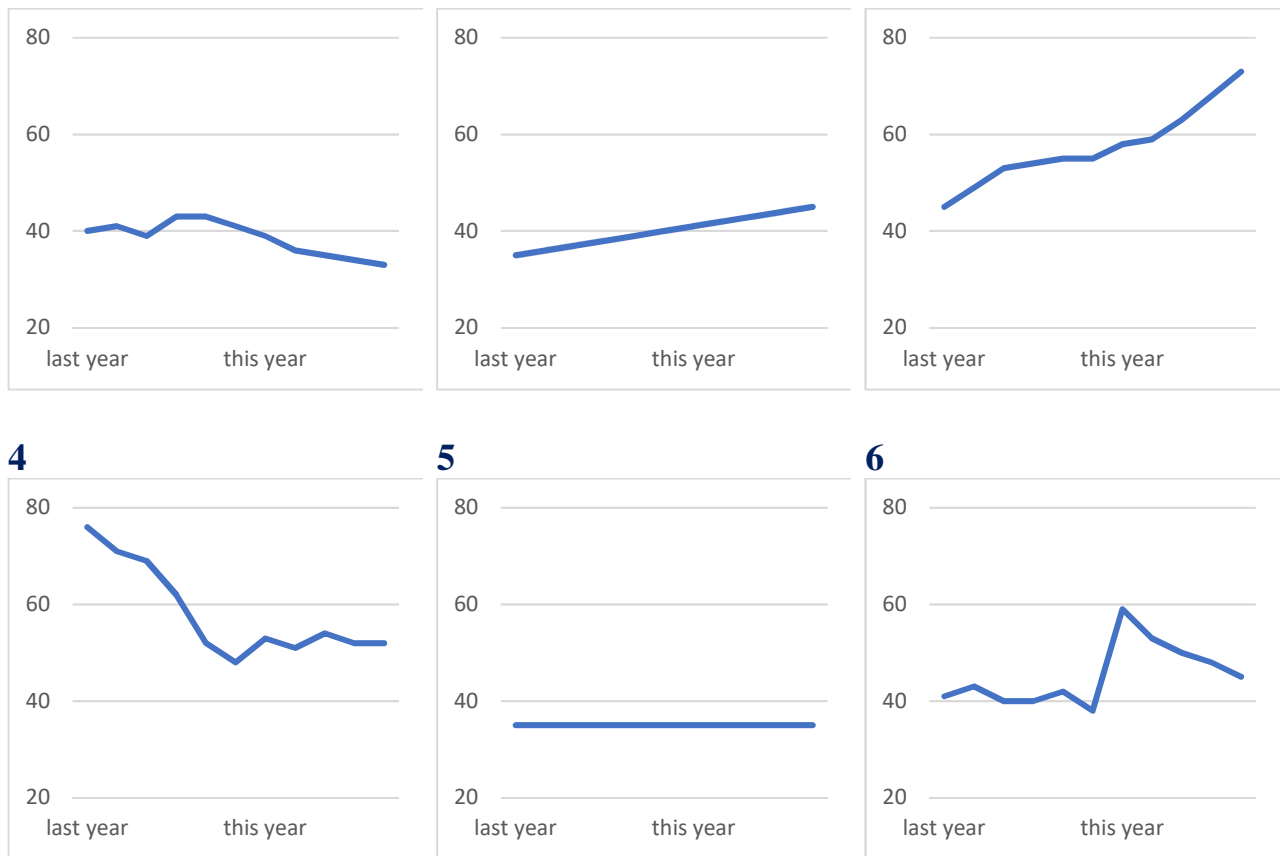
Task 7. Match the sentences with the graphs below:

1. Share prices have fallen slightly this year.
2. Unemployment has risen steadily for the last two years.
3. Energy costs increased significantly last year.
4. Profits dropped sharply last year.
5. GDP (per capita) has stayed the same for two years.
6. Inflation rate peaked in the first quarter of this year.

1

2

3



Task 8.

A. Look at the words and phrases in the box. Add them to the correct definition below.

<i>doldrums</i>	<i>financial bailout</i>
<i>credit crunch</i>	<i>inflation</i>
<i>economic meltdown</i>	<i>toxic assets</i>
<i>freefall</i>	<i>regulate</i>

1. Refers to a situation where banks reduce the availability of loans or credits to customers due to the fear of not being repaid:_____
2. A severe and often sudden deterioration of financial institutions and assets resulting in huge financial loss:_____
3. Financial assistance to business institution to avoid their collapse:_____

4. It refers to a rise in the general level of prices of goods and services in an economy over a period of time, leading to an erosion in the purchasing power of money:_____
5. To control and supervise a market: _____
6. A kind of high-risk debts that are unlikely to be paid back to lenders:_____
7. A rapid and continuing drop: _____
8. Unsuccessful or showing no activity or development: _____

B. Now use the words from A to complete the following sentences.

1. Business leaders predict a hard year ahead with the economy in the _____.
2. The banks that owned _____ were unable to resist their collapse.
3. Because of the _____ prices went up.
4. The US government has decided to fund a _____ of the banking industry.
5. This economic _____ is the worst economic crisis since the stock market crash in 1929.
6. The _____ has laid banks to tighten the conditions required to get a credit.
7. The exchange rate crashed disastrously and the economy went into _____.
8. Many people think that governments should _____ markets so that markets would be free of fraud, manipulation, and illegal speculations.

Task 9. Focus on using the target vocabulary.

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. What are the key signs of a recession?
2. What happens in:
 - banking;
 - manufacturing;
 - retail and wholesale;
 - tourism and service.
3. How do consumers feel the recession?

READ and ANALYSE

Task 10. *You are going to read the article. Preview the text. Organize your findings in a chart below. Be ready to present and reason your findings.*

Item to preview	Findings
Title	
Headings and Subheadings	
Captions	
Organization (structure)	
Flashing lights! (anything that stands out)	

Task 11. *Read the text and mark with color the most interesting facts or ideas in each part. Then write down three thick and three thin questions specific to the information you marked. They do not have to have an answer in the text. Be ready present your questions to the rest of the class in order to initiate discussion.*

THE
INDEPENDENT

THE FINANCIAL CRISIS: NOW THE REAL PROBLEMS BEGIN

The economic downturn is really starting to bite in households up and down Britain.

- 1 You've read about the worldwide economic crisis and its complex elements. You've anxiously clicked on to websites for updates, and watched economic reports on the television screen. Now it's going to start coming a lot closer to home - maybe even your own. Here is how the different sectors of Britain's economy are being affected.

2 Jobs

Unemployment is at its highest level for nearly a decade, with a thousand people losing their jobs every day. By Christmas the number without jobs is expected to top two million. David Kuo, financial expert at the money website Fool.co.uk, said: "Job losses are unavoidable because the economy is shrinking. By next year it is likely to reach three million, which will mean one in 12 people out of work."

3 Pay

Despite last month's inflation rate being the highest for 16 years at 5.3 per cent, the average pay rise this year was 3.4 per cent, the lowest for five years. Mick McAteer of the Financial Inclusion Centre said: "Although inflation is higher than expected, it's difficult to see wages reflecting that. Employees in the private sector will find it hard to be in a strong bargaining position because of the expected rise in unemployment."

4 Mortgages

Only 15,600 first-time mortgages were approved in August, down 55 per cent from last year, according to the Council of Mortgage Lenders (CML). For those without a deposit of 10 per cent or more it is nearly impossible. Ray Boulger of John Charcol mortgage brokers said: "People won't be able to find a mortgage of more than 90 per cent now, and as long as property values keep falling that will stay the same."

5 Homes

Houses are selling at an average of 9 per cent below asking price, according to the Royal Institute of Chartered Surveyors, and the volume of sales earlier this year was virtually half that of a year ago. But some estate agents are confident the market will have shown signs of recovery by early next year. "We're certainly at the beginning of the end of the freefall in house prices," said Chris Wood, National Association of Estate Agents.

6 Shopping

Latest figures from the British Retail Consortium (BRC) show sales falling more sharply than at any other time in the past five months. The organisation predicts retail conditions will remain tough until well into next year at least. A BRC

spokesman said: "Customers are short of spare cash and reluctant to spend what money they have got, and those conditions show no signs of changing in the near future."

7 Savings and investments

Falls in stocks and shares hit savings and investments hard. The market will remain volatile until Christmas, say analysts, and is unlikely to start recovering until early next year. "We are at a level now where people will be able to make respectable gains over the long term, although it will be painful in the short term," said Gavin Aldon of the Share Centre. "In the immediate future we will see a substantial fall in interest rates."

8 Taxes

As fewer people buy houses and unemployment continues to rise, the Government will be getting less money from taxes. And it will have to recoup the J50bn spent on the bailout from somewhere."

9 Pensions

Britain's biggest pension schemes lost J45bn in value since the summer. Experts warn that recovery will not happen overnight. "There are two important things to grasp about the impact on pensions," said Nigel Peale of the National Association of Pension Funds. "First, if you are already drawing your pension you will be unaffected by the market falls. Second, pension funds are all about long-term investing."

Adapted from The Independent, Thursday
by Kate Hilpern

Task 12. Explain how the following categories in Britain were affected by the crisis according to the article:

- 1) employees**
- 2) first-time home buyers**
- 3) home owners**
- 4) shoppers**
- 5) investors**
- 6) the government**

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following:

- | | | |
|----------|--|----------------------------|
| 1. _____ | in a worried and nervous way | adverb, paragraph 1 |
| 2. _____ | become higher than | verb, paragraph 2 |
| 3. _____ | a gradual, continuous increase in prices | noun, paragraph 3 |
| 4. _____ | the amount of money someone wants when they sell something, especially a building or a piece of land | two-word noun, paragraph 5 |
| 5. _____ | likely to change suddenly or unexpectedly | adjective, paragraph 7 |
| 6. _____ | increases in money | plural noun, paragraph 7 |
| 7. _____ | get back what you have spent or lost | verb, paragraph 8 |
| 8. _____ | understand something difficult | verb, paragraph 9 |

Task 14. Work with a partner or in small teams.

C. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/> or any other service you like.



D. Use your word cloud to play a quick Bump-chain round. You may play with your partner or with other team. Create your bumper words combination (3-5 words or phrases) on a piece of paper. All of the words should relate except for one. Your challengers' job is to figure out which word is not related and bump it to the next word group. It should be a chain effect. Also, teams can rotate around the room to try to solve each other's puzzles

Task 15. Translate into English:

Коли ми говоримо про економічний розвиток країни, можна виділити дві фази: зростання та спад економічної активності.

Уявімо фабрику. Для виробництва продукції там використовують обладнання та людську працю. Якщо виробничі потужності використовуються на повну, то фабрика знаходиться в стані рівноваги. Справи йдуть добре і на продукцію є великий попит, ми наймаємо додаткових робітників, ставимо на один станок трьох працівників замість двох і виробляємо ще більше. Так само відбувається і в економіці: якщо виробництво на максимумі — економіка в експансії.

Протилежність експансії — рецесія. Коли з'являються економічні проблеми, фабриці важче виробляти і продавати свою продукцію. Виробничі потужності будуть простоювати, замість трьох станків працюватиме тільки два, а працівникам можуть скорочувати робочий день або взагалі звільнити частину з них. У такі моменти на виробництві (за аналогією зі світовою економікою) починається рецесія — спад економічної активності.

Багато економістів не вважають рецесію негативним явищем. Економічна система хоч і тяжіє до рівноваги, але ніколи не перебуває в рівновазі. Тому періоди рецесії — це не щось погане. Це природний стан економіки, коли вона знаходиться нижче звичайного рівня розвитку.

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TALKING POINT

Task 16. Look at the logos of the companies. They all started in the periods of recession. How do you think what led them to success? Be ready to share and discuss your ideas.



Procter&Gamble



Task 17. *In teams, brainstorm the problems and challenges that these types of companies could have in recession/downturn/crisis period:*

Mobile phone company	
Catering company	
Transport operator	
Pharma company	
Construction firm	
Beauty salon	
Book retailer	

(Find more information on brainstorming in Appendix 1).

Task 18.

<ul style="list-style-type: none"> • <i>Work with a partner or in small teams. Choose one type of the company from Task 16 and develop for it an action plan for surviving or maybe even thriving in a bad economy period.</i> • <i>Use the template of an action plan to shape your ideas.</i> • <i>Be ready to present your plan to the rest of the group.</i> 	<h2 style="margin: 0;">Action plan</h2>	
	Company:	Time period:
	General scenarios to be addressed	Critical scenarios to be addressed
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<div style="background-color: #003366; color: white; padding: 2px 5px; display: inline-block;">Action steps</div>	
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
<div style="background-color: #003366; color: white; padding: 2px 5px; display: inline-block;">Notes</div>		

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. What are three things that are happening during a recession?
2. What is the main problem in a recession?
3. How do recessions affect the economy?
4. What are the solution to economic recession?
5. Who benefits from a recession?
6. What springs to mind when you hear the words 'financial crisis'?
7. Why is the world in a financial crisis?
8. How badly hit is your country by the crisis?
9. Are you affected by the financial crisis?
10. What a recession means for your career?

11.What a recession means for education?

12. Your career advice for a bad economy.

FINAL MINI-PROJECT

Task 20.

WRITE

What can we learn from recessions past? Research, analyze and write a brief summary of your findings and idea. Use 200-250 words.

Task 21.

PRESENT

(Find useful language and tips for presentations in Appendix 2).

- 1. Research one of the companies survived/thrived in recession period.**
- 2. Analyze the causes of recession in that period and recession impact on the business sector the company operated in.**
- 3. Analyze the strategy and approaches the company implemented to cope with downturn.**
- 4. Create a project poster. Organize it properly: include only the key facts, add visuals and try to be concise.**



[@animatevourscience](#)

CHECK YOUR PROGRESS

Can you	YES	NO
define the terms “recession”, “crisis” and “downturn”?		
name at least 5 signs of recession?		
describe the challenges for businesses in recession?		
give examples of thriving in recession?		
explain the impact of recessions on business, government and society?		

WATCH AND LEARN MORE:

**What
causes an
economic
recession?**



**Survive &
Thrive
During
Economic
Recession**



**Launching
a career in
a recession**



READ AND LEARN MORE:

**Recession
lesson**



**Recession
vs
depression**



**Recessions:
10 Facts
You Must
Know**



EMPLOYMENT TRENDS



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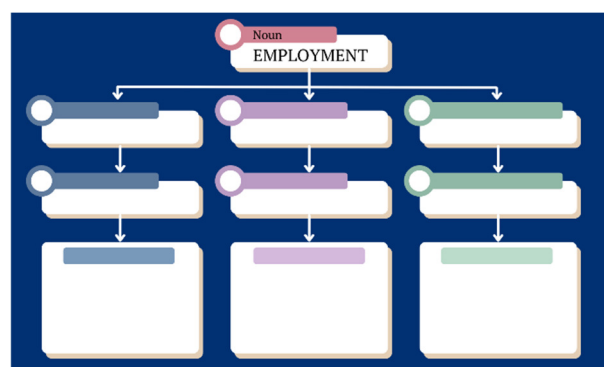
DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- How did you find your first job?/ How are you going to find your first job?
- How do people in your country usually look for a new job?
- In what ways have you demonstrated/are you going to demonstrate your potential to employers?
- When did you last apply for a job? What steps were involved in your application? What sort of questions were you asked?

BRAINSTORM

Task 2. Work with a partner or in small teams. Think of the words related to the topic. Expand the basic template by drawing your personal variant of a concept map and completing it. Do not forget to add new words and phrases while working on the unit. Be ready to share your ideas with the rest of the group.



LISTEN and CONSIDER

Task 3.

What does employability mean to you?

Answer the question, and note briefly your ideas. Be ready to share and discuss. Then watch the video1 in which experts answer the same question. Are they similar to your opinion?

Task 4. Watch video 1. To what extent do you agree with their views?

How can we develop employability skills while still at school/university?



[link1](#)

Task 5. Before you watch video 2 ask and answer these questions in pairs or in small teams. Be ready to reason and discuss your ideas with the rest of the class. Leave the “Author’s” empty.



[link_2](#)

	<i>Your ideas</i>	<i>Author's</i>
What skills did you gain from your degree? What advice would you give to students about future employment?		
What are the most important skills people look for in an employee?		
What about your career plan once you finish university?		

Now watch the video 2 and complete the section “Author’s”. Be ready to agree or disagree and discuss your findings.

FOCUS ON VOCABULARY

Task 6. *Complete the chart below. Put the phrases in the box into the correct section:*

<i>a promising ...</i>	<i>a fulfilling ...</i>	<i>to apply for a ...</i>
<i>to complete...</i>	<i>a demanding ...</i>	<i>a steady ...</i>
<i>to wreck/ruin someone's ...</i>	<i>to have a ... in (advertising)</i>	<i>to embark on a ...</i>
<i>a high-powered ...</i>	<i>at the height/peak of your ...</i>	<i>a brilliant ...</i>
<i>to offer someone a ...</i>	<i>to carry out ...</i>	<i>to supervise...</i>
<i>to climb ... ladder</i>	<i>to ... closely with</i>	<i>available to start ...</i>
<i>a ... takes off</i>	<i>her ... lasted</i>	<i>a permanent ...</i>

JOB	WORK	CAREER

Task 7.

Study the following sentences and complete the definitions below with the underlined terms.

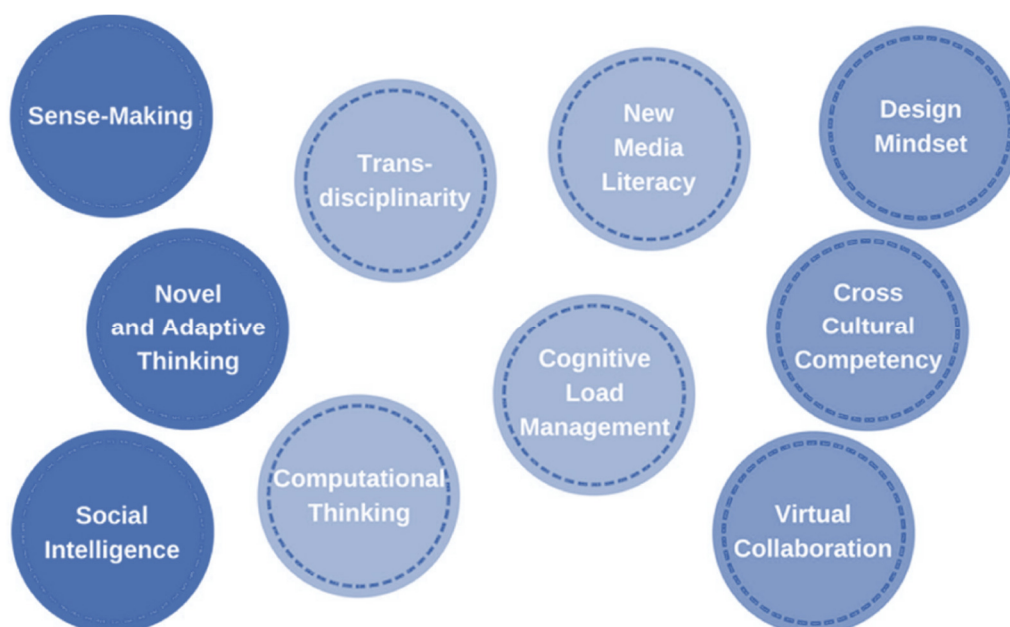
1. Joe was very well-presented at his job interview. He wore his best suit.
2. Mark was too slick at his interview. His answers were too efficient.
3. Joanne was over-qualified. She should be applying for a much higher position.
4. The candidate's answers were very generic – the interviewer had heard them hundreds of times.
5. The candidate should be very numerate, as he or she will be working on financial budgets.
6. The candidate seemed really outgoing. It was easy to talk to her.
7. We are looking for managers who can work on some projects at once without being told what to do so we need self-starters.

-
- a) dressed appropriately, clean-shaven, etc.
 - b) friendly and socially confident
 - c) having much more than the level of skill required for a particular position
 - d) very common, universal
 - e) very smooth and efficient

- f) good with numbers
- g) good at working on their own

Task 8.

Match the skills from the circles to their definitions below:



a) ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication	
b) ability to translate vast amounts of data into abstract concepts and to understand databased reasoning	
c) literacy in and ability to understand concepts across multiple disciplines	
d) ability to determine the deeper meaning or significance of what is being expressed	
e) ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques	
f) proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based	

g) ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.	
h) ability to represent and develop tasks and work processes for desired outcomes	
i) ability to operate in different cultural settings	
j) ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions	

Task 9. *Focus on using the target vocabulary.*

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. Which of these skills do you have and which you lack?
2. Are these skills necessary for your profession?
3. Why do you think these skills are called skills of future workforce?
4. How can schools and workplaces help people gain these skills?
5. What other skills of the future could you add to the list?

READ and ANALYSE

Task 10. *You are going to read the article. Before you read, answer the questions below. Share and discuss your ideas with your group mates.*

- Is there a trend in Ukraine to have a side hustle?
- How do you think a side hustle has more advantages or disadvantages?
- Make a list of potential advantages and disadvantages of s side hustle.
- Would you consider a side hustle as an option for you? Why?

Task 11. *Read the text. A) Mark with color the key ideas in each part. Find 1-2 details that support the main idea in each part and underline them. B) Think up a new title for the text. Be ready to explain your choice in 2-3 sentences. Compare your notes with your group mates.*

SIDE HUSTLE: SPARE CASH OR EXTRA STRESS?

2017 was a big year for the 'side hustle'

- 1 When Mike Ruffles launched his own business in September 2017, he didn't quit his job.
- 2 "I could have spent a long time saving and then quit my job and focused full-time on making Beardpoo a success," Ruffles, 28, said about the set of beard shampoo and moisturiser products he created with two friends, with the idea of giving 25% of the profits to charity.
- 3 He said that he didn't want to completely change his lifestyle to start the company because it would have been less fun and more stressful to run the business.
- 4 Ruffles still works full-time at a not-for-profit company that gives out loans from the Government to start-ups, and helps entrepreneurs get support for their businesses. Almost half of the entrepreneurs that have received loans since March 2014 from the company kept their full-time job - 48% of 2,131 people.
- 5 This way of working now has a name: the side hustle - a business on the side of your main job to bring in extra cash. Some companies, including Adaptive Lab, a digital consultancy in London, try to create an environment suitable for staff who have a side hustle, so that they attract and retain the best employees. Policies are developed in response to employees needs, but also to make sure that employees are available at important times, for example when a big project is in its final stages
- 6 It's perhaps not a coincidence that the side hustle now has a name, as it has come at a time when the need for extra income has increased. In the UK, the rising cost of living means that the value of UK wages has shrunk by 0.4 %. In this environment, side hustles aren't just nice to have, but are also a way to pay the bills.
- 7 Kayleigh Smart, talent leader at Adaptive Lab, says that flexible working presents many challenges for companies that were once part of something larger,

or were bought by other companies. She adds: "When you have people in jobs for 20 years, their attitude to work and how things should be done is stuck in a certain time."

- 8 The greatest challenge is for the employee, who must balance two different jobs. Smart says she asks people if they have a weekend, and the reply she gets is that people have to be very strict with themselves to take time off.
- 9 An employee of Adaptive Lab, Fiona Hannah, who also runs a street food company, says this is the main challenge for her, to strike a balance between her full-time job and her side hustle. She also says that you need supportive teams around you, plus you need to be good at managing your diary and your employer's expectations.
- 10 Ruffles agrees that it's important to have supportive employers. "It really helps if your employer knows about it," he says. He states that customers don't care if you have a full-time job, and if there's a problem they want you to deal with it asap, so sometimes you have to dip in and out of your side hustle during the day.
- 11 Ruffles says he often brings packages of Beardpoo to work to take to the post office: "If I had to try and do all of that in secret it would be super stressful and probably wouldn't happen."
- 12 So, thinking about these challenges, why does anyone bother? "You get to run a business without having the risk of running out of money and not being able to pay your bills," Ruffles says. "Secondly I'm learning so much tackling all the challenges that come with running your own business and it's really helping with my day job."

Adapted from the Independent, by Hazel Sheffield

Task 12. Decide if the following statements are True (T), False (F).

1. Mike Ruffles saved money for a long time before he started his own business.
2. After business costs, a quarter of the earnings from Beardpoo go to good causes.
3. The amount of money that people earn in the UK has gone down by 0.4%.
4. People with side hustles do not find the time to go on holiday.

5. Giving equal attention to more than one job is the most challenging thing for people with a side hustle.
6. You shouldn't tell your employer if you have a side hustle.

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following:

- | | | |
|----------|--|--|
| 1. _____ | during the whole working week | adverb, paragraph 2 |
| 2. _____ | after thinking about | phrase, paragraph 5 |
| 3. _____ | a situation where two or more things happen at the same time by chance but have a connection | noun, paragraph 6 |
| 4. _____ | the increase in the amount of money a person needs for an average lifestyle | phrase, paragraph 6 |
| 5. _____ | got smaller | verb - past participle form, paragraph 6 |
| 6. _____ | unable to move from a specific period in the past | phrase, paragraph 7 |
| 7. _____ | keep coming back to something for short periods of time | phrase, paragraph 8 |
| 8. _____ | without anyone knowing | phrase, paragraph 11 |

Task 14. Work with a partner or in small teams.

- A. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/> or any other service you like.



- B. Choose 10 words from your word cloud. Use these words to play a quick Taboo round.

Task 15. Translate into English:

Ми всі живемо у новій реальності – тривожному, крихкому і нелінійному світі. Однак майже половина компаній (45%) на початку 2022 року стверджує, що їм вдалося впоратися із випробуваннями. Ще 15% зазначили, що спостерігали стабільну роботу бізнесу, попри складні умови. Компанії стають більш гнучкими, бізнес масово впроваджує гібридний робочий простір. Згідно з даними

grc.ua, лише 59% пошукачів згодні проводити весь робочий час в офісі. У великих містах співробітники частіше шукають роботу поруч з домом, а компанії пропонують для працівників коворкінг-простори у зручному розташуванні до місця проживання. Підтримання рівня залученості співробітників потребує нових зусиль та заходів. Інститут громадської думки Gallup Analytics (США) підрахував, що правильно організована дистанційна робота покращує HR-брендинг та є результативною політикою для залучення талантів. Майже 54% офісних співробітників віддадуть перевагу компанії, що запропонує роботу з гнучким графіком та можливістю працювати з дому.

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TALKING POINT

Task 16. What will be the structure and characteristics of work in the rest of the century?

Brainstorm in pairs or small teams; use the table below to describe the nature of 21st-century work, and the benefits (environmental and other) of and challenges to your ideas. You will need to be creative and think critically.

These may be:

- a) issues that already exist in work;
- b) ideas that you predict, or hope, will become common.

(Find more information on brainstorming in Appendix 1)

Structure and characteristics	Benefits and challenges
<i>Example: Working from home.</i>	<i>Example:</i> <i>Less travel – environmental benefits;</i> <i>cost- and time-saving.</i> <i>Good connectivity is not universal – some communities cannot work from home.</i>

--	--

Task 17. *Work in your group collaboratively and make a list of at least four 21st-century jobs, and add a few words about what responsibilities the job has and what skills it requires. These may be:*

a) jobs we have now that will not be replaced by technology

b) new jobs that have just appeared in our societies

c) new jobs that don't exist yet, but that you predict we will need.

Job title	Responsibilities	Skills

Task 18. *Work in pairs. You are the managers of a small cosmetics company. You are deciding which candidate to select for the position of sales manager. Review the candidates below. You can invent additional information about each candidate. Make a selection or decide whether to reconvene.*

Candidate A	Candidate B
Qualifications: PhD in Management Personality: quiet, unenthusiastic Appearance: well-presented Test performance: excellent	Qualifications: Master's degree in Marketing Personality: nervous, quiet Appearance: scruffy Test performance: average
Candidate C	Candidate D
Qualifications: None Personality: outgoing, talkative, enthusiastic Appearance: well-presented	Qualifications: Bachelor's degree in Business Studies Personality: enthusiastic, motivated Appearance: casual

Test performance: excellent	Test performance: good
-----------------------------	------------------------

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. Why do people have to work? In an "ideal" world would everybody work or nobody work?
2. What does the education system do to prepare people for work or to assist them to find jobs? Is it efficient?
3. Why do people go to university? To obtain job skills? To get a degree? To have a good time? To find a husband/wife? To put off having to go out into the "real life" and find a job?
4. Many people who embark on a career after obtaining a university degree seem to have more difficulty in finding employment than some skilled manual workers. Why is this?
5. What do you think are the negatives of using algorithms to select people for jobs?
6. Why do you think you were hired to do your job?
7. What personal qualities do you think are most important to your company when they are looking for new candidates?
8. If you were running your own company, what method would you most likely use to find people to hire? Why?
9. Is there a trend in your country to have a side hustle? Why?
10. Do you think a side hustle has more advantages or disadvantages?
11. In certain countries like the UK, there are fewer manufacturing jobs than in the past. Why is this?
12. Why do some people choose to work part-time? Would this suit you?

FINAL MINI-PROJECT

Task 20.

WRITE

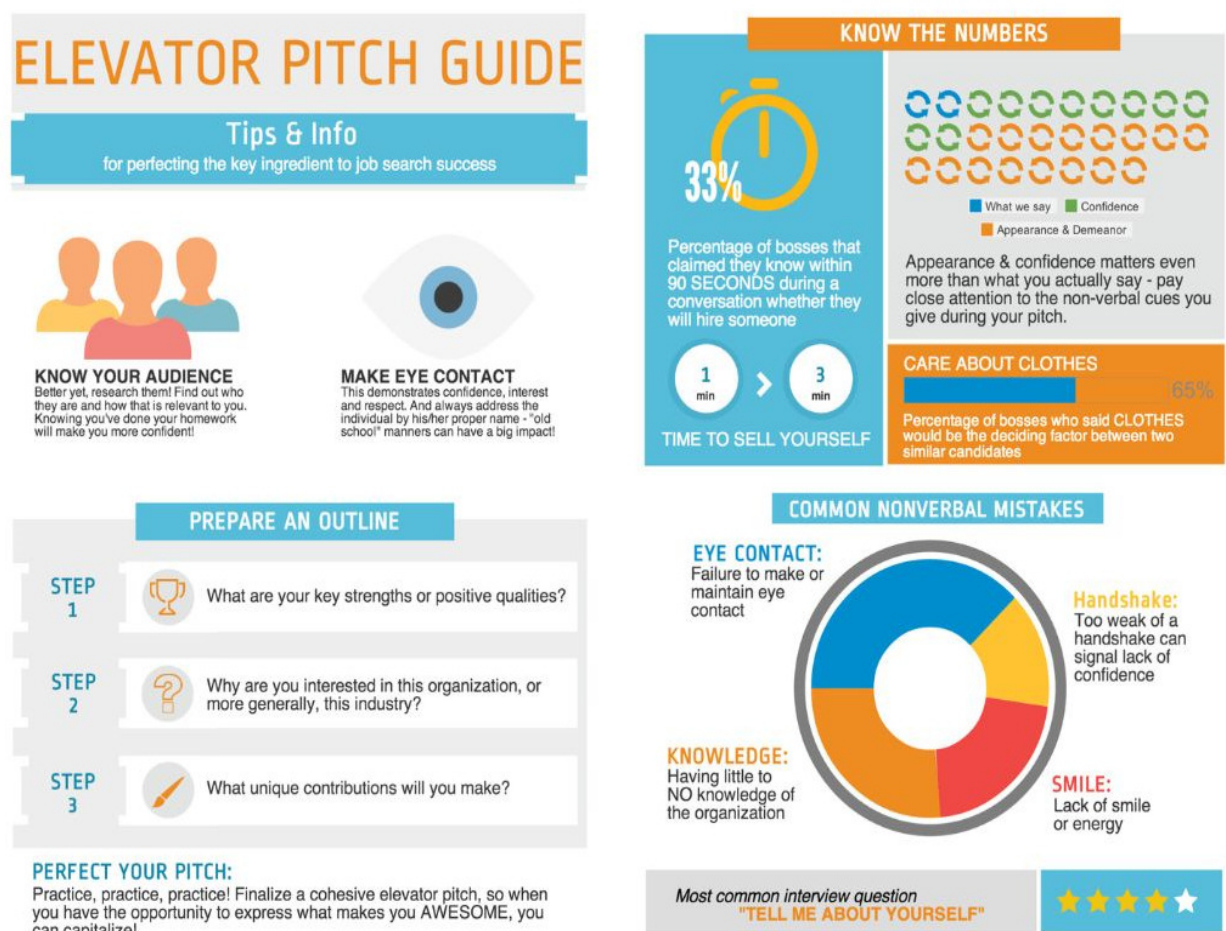
Imagine an employer who does not want to see your resume but wants to know about your potential. Write a paragraph about yourself, which focuses on your potential rather than your experience.

- *What skills do you have?*
- *What potential do you have?*
- *What jobs that may not exist now would you be skilled at in the future?*

Task 21.

PRESENT

1. *Research the skills making candidates highly employable in your industry for your “dream position”. Create a checklist for job seekers.*
2. *Create your personal elevator pitch.*
3. *Present your findings as a poster.*



CHECK YOUR PROGRESS

Can you	YES	NO
explain the main current trends in employment?		
name at least 7 employable skills?		
identify the level of employability?		
present your potential to an employer?		
create an elevator pitch for self-promotion?		

WATCH AND LEARN MORE:

**The Future
Of Work: 5
Biggest
Workplace
Trends In
2022**



**Employability
Skills**



**The Great
Resignation:
employment
trends**



READ AND LEARN MORE:

**15
Employment
Trends
Shaping The
Future Of
Jobs**



**SEEK
Employment
Trends**



**The
Demand
for Skilled
Talent**



BUSINESS ETHICS



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DISCUSS

Task 1. Answer the questions below. Be ready to reason and discuss your ideas.

- What do you understand by the term 'business ethics'? Why is it important?
- Can you think of any examples of ethical and unethical behaviour?
- Which kinds of unethical behaviour may take place in your business or industry?

BRAINSTORM

Task 2. How many words can you think of related to the topic? You have three minutes to brainstorm and make notes. Then share your ideas with your group mates. Do not forget to add new words and phrases while working on the unit.

Nouns

Verbs

*Adjectives/
adverbs*

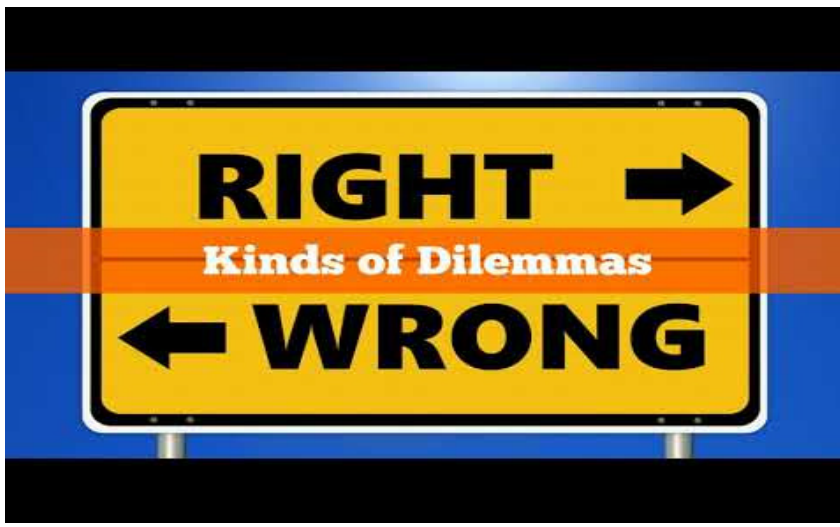
*Phrases,
collocations,
idioms etc*

LISTEN and CONSIDER

Task 3. You will watch the video explaining the kinds of Workplace Ethical Dilemmas. Before you watch brainstorm and complete the chart. Work in pairs.

Ethical dilemmas fall into two broad categories:	1.
	2.
Dilemmas of conscience are:	(define)
The sources of dilemmas from outside your influence include:	(list)

Task 4. Watch the video and check your answers.



[link](#)

Task 5. Watch the video again and complete the sentences below:

1. You have a choice as to how to act, your choice is your _____, and you must face the _____.
2. Dilemmas of conscience are strongly influenced by your _____, _____ and _____.
3. Dilemmas of conscience are subject of _____.
4. You are obligated to make the _____, _____ choice or _____ the consequences.

5. Even the most ethical people find themselves in _____ dilemmas.
6. The sources of dilemmas from outside your influence are _____ within an organization.

FOCUS ON VOCABULARY

Task 6. Complete the chart:

Noun	Verb	Adjective	Synonym	Opposite
abuse				x
	corrupt			x
counterfeit / counterfeiting			fake / forged (adj)	
		criminal		x
ethics	x			
		forged		x
honour				dishonest
legality		legal		
	punish		penalise	
	threaten	threatening		

Task 7. Complete the chart and decide which of the practices below you regard as morally acceptable (ethical) and which are morally wrong (unethical):

autonomy benevolence book cooking cheating compassion compliance with the law concern for the well-being of others counterfeiting displacement of responsibility disregard of the consequences embezzlement euphemistic labelling fairness fidelity to professional responsibilities	loyalty money-laundering moral awareness moral disengagement moral judgment nepotism price gouging probity prudence responsibility smuggling temperance theft of assets tolerance for diversity whistle-blowing
---	---

justice	
---------	--

ETHICAL	UNETHICAL

Task 8.

C. Match the words to the definitions.

- | | | | |
|----------|------------------|----------|---|
| 1 | sweatshop | a | a small factory where workers are paid very little and work many hours in very bad conditions |
| 2 | bribe | b | using insider information for financial benefit (on the stock market) |
| 3 | insider dealing | c | exploit |
| 4 | false accounting | d | illegally obtaining money by deceiving people |
| 5 | tax evasion | e | illegally paying less tax than you should |
| 6 | fraud | f | money or a present that you give to someone so that they will do something for you, usually something dishonest |
| 7 | exploit | g | acting in a manner that is legal |
| 8 | lawfully | h | giving untrue information in a company's accounts, for example, to show increased profits |

D. Now use the words from A to complete the following sentences. You may need to change the form of the word:

- They create a luxury image around their products, but there have been reports that they are mostly manufactured in _____ in South-East Asia.
- The contract was found to be fraudulent; it involved ghost workers and criminal _____.

3. Reported emissions fall because a higher tax raises the cost of compliance and thus increases the payoffs from _____.
4. He was accused of accepting _____ from wealthy businessmen.
5. Laws exist to stop companies _____ their employees.
6. Tobacco can be sold _____ only to those 18 and older.
7. The _____ depended on hundreds of bank accounts being opened on behalf of straw men.
8. It may be that dealing on a market has thrown up suspicion of _____; that happens quite frequently.

Task 9. *Focus on using the target vocabulary.*

Answer the following questions below. Try to use as many words from the tasks above as possible.

1. What happens in your country if you are guilty of insider dealing?
2. Is it common to give bribes in order to secure a business deal in your country?
3. Why would a business falsify its accounts?
4. In which countries are sweatshops common? What typical products are made in sweatshops?
5. How common is tax evasion in your country? Is it okay for small businesses to avoid paying taxes?

READ and ANALYSE

Task 10. *You are going to read the article.*

- *Look at its title and think how you would describe the ethics of modern business.*
- *How much do you know about Foxconn case?*

Share and discuss your ideas with your groupmates.

Task 11. Read the text and mark with color the key ideas in each part. Then organize your notes in a concept map. Be ready to present your concept maps to the rest of the class.

THE ETHICS OF MODERN BUSINESS

Who are the victims of globalisation?

- 1 On January 9th, 2007 in San Francisco, Steve Jobs, CEO of Apple announced a new technology they had developed: the iPhone. The smooth smartphone with its touchscreen, 'apps', in-built camera, and ability to send and receive text messages and emails quickly became a must-have. It was released in June of that year and by January 2008, they had already sold 3.3 million phones. By the time Steve Jobs passed away at only 56 years of age in October 2011, the iPhone 4S was released and Apple reported a total of 319 million phones sold the following January. By 2016, at its height, the iPhone was selling around 6.4 million units in the UK alone, generating some £4.1 billion in this one market.
- 2 Yet, it didn't take long for reports to start leaking out around Foxconn, the Taipei-headquartered company, which manufactured the electronic parts required for the iPhone. In January 2012, the New York Times reported a string of ethical violations and poor working conditions. These included workers forced to live in overcrowded rooms, and being made to stand for excessive periods of time causing some of them to have difficulty walking and experiencing swelling in their legs. There were also reports of some of the employees being underage and paid the equivalent of less than \$22 per day while many were working in excess of 60 hours per week. The conditions were so bad that many people had attempted suicide. Still, in 2020, Foxconn employed 1,290,000 people globally and it is thought to make roughly 40% of the world's electronic parts.
- 3 Unfortunately, abuses of workers aren't limited to the electronics industry. Dubai, in the United Arab Emirates, is a favourite of the rich and famous. With its beautiful beaches, shining towers and high-end hotels and restaurants, it appeals to businesses and investors from around the world. Its rapid rate of growth means that it is a major hub for development in the construction industry. It also has a darker side. Workers from poorer countries come to the city hoping to find work and a better way of life for their families. However, when they arrive, life can be far from what they imagined. *Human Rights Watch* described the conditions construction workers live in as 'less than human' citing squalid and dangerous living conditions. A 2006 report by NPR observed 8 to 10 men living in the same room, each making only around \$150 per month. Often, the money they make goes to paying off loans which they took out to pay for their flights, and many of them have not seen their children or families for years. Not

only this, but their passports are often taken away from them on arrival, without which they are unable to leave. So many of them are left trapped in a cycle of poverty.

- 4 For a company that uses Apple products or does business in the UAE, it presents a real difficulty. Boycotting the product or the place does not solve the problem as those who will suffer are undoubtedly the workers who will lose their jobs. Instead, there needs to be a change in the system. Companies can insist on basic living standards for workers being met before they will engage with other businesses. After all, these abuses do have consequences for the reputation and the public relations of a company. Apple did recognise the violations of workers' rights and now has its own Apple Supplier Responsibility webpage where it lays out the standards and Human Rights policies it adheres to.
- 5 Yet businesses must hold each other to account to maintain progress. Globalisation is happening regardless of whether you think it is a positive or a negative step. It's essential that we all act to ensure that we all reap the benefits together and that the profits of some aren't made on the backs of the unhappiness of others.

Sources:
echr.org.uk; amnesty.org; npr.org;
businessnewsdaily; bbc.co.uk;
finder.com; apple.com

Task 12. Decide if the following statements are True (T), False (F), or Not Mentioned (NM).

1. When the iPhone was first released, it immediately became very popular.
2. Workers for *Foxconn* did not have to live with as many workers as construction workers in Dubai.
3. All the workers for *Foxconn* are based in Taipei.
4. Dubai is a city which is quickly expanding.
5. The majority of workers in Dubai originally come from India.
6. Some workers have to borrow money to afford to travel to the UAE in the first place.
7. According to the article, if a company is not behaving ethically, the best thing to do is to stop buying their products.
8. Apple responded to the bad publicity about workers making its products and now sets standards.

EXPLORE the LANGUAGE

Task 13. Find words or phrases in the text that mean the following:

- | | | |
|----------|---|------------------------|
| 1. _____ | publishing information that some people do not want to be made public, often because it makes them look bad | verb, paragraph 2 |
| 2. _____ | a situation when a rule or a standard is broken | noun, paragraph 2 |
| 3. _____ | get bigger, often because of a health problem | noun, paragraph 2 |
| 4. _____ | a centre of a particular activity | noun, paragraph 3 |
| 5. _____ | really unpleasant and dirty living conditions | adjective, paragraph 3 |
| 6. _____ | refusing to buy a particular product as a way to protest against the company that makes it | noun, paragraph 4 |
| 7. _____ | follows a particular set of rules or laws | verb, paragraph 4 |
| 8. _____ | get all of the benefits from something | verb, paragraph 5 |

Task 14. Work with a partner or in small teams.

A. Create a word cloud. Include 15-20 words and phrases that you think are core in the text. You may use <https://monkeylearn.com/word-cloud/> or any other service you like.



B. Let another pair or team choose 10 words from your word cloud for you. Use these words to create a short (not more than 10 sentences) piece of speech. It should be meaningful and coherent.

Task 15. Translate into English:

У наші дні ділова етика як «кодекс честі» сучасного українського підприємця перебуває у стані становлення. На її формування впливають безліч зовнішніх факторів, властивих саме нашій країні. Розберемося в термінології: що взагалі являє собою бізнес-етика та які її основні засади? Ділова етика — це форма прикладної етики, яка аналізує різнопланові проблеми, властиві бізнес-середовищу. Зокрема, велика увага приділяється розгляду наступних питань: боротьбі між конкурентами, соціальній відповідальності, яку несуть ділові співтовариства, ефективним методам управління компаніями та організаціями, дотриманню трудового законодавства й поваги до прав працівників, участі

представників бізнес-кіл у благодійності, уникненню протиправних дій, корупції, шахрайства тощо. Головними цінностями бізнес-етики є чесність, надійність, виконання обіцянок, відкритість, повага, громадянська відповідальність, турбота про інших.

Що саме робить вітчизняний бізнес менш етичним:

- комплекс меншовартості, страх йти до кінця, ризик грати за високими ставками.
- відсутність емпатії, прагнення емоційно відгукнутися на проблеми іншої людини;
- існуюча зневага до законодавства;
- нехтування іміджем ділової людини, що виявляється у типі мислення, манері одягатися, поводитися;
- жадібність, небажання відгукнутися на соціальні ініціативи за принципом «моя хата скраю — нічого не знаю».

З таким бекграундом лише міжнародний досвід, робота над помилками та час здатні докорінно змінити ситуацію з розробкою і впровадженням високих стандартів бізнес-етики.

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TALKING POINT

Task 16. Look at the logos of the companies and answer the questions:



Source: shutterstock

1. All of the companies above got in trouble in the past. Do you know what for?
2. Why do you think these companies made the decisions that led to them getting into trouble?
3. How do you recognize an ethical business?
4. What exactly is your "moral compass"?

Task 17. In pairs, discuss the following questions:

1. What rules do you think a company needs to follow in order to act ethically?
2. Do you think your company always follows these rules?
3. Do you think that in business, there is always an element to making a profit that is unethical? Why/why not?
4. What do you think can be done about the situation for Foxconn workers and the construction workers in Dubai to improve their lives from a business perspective?
5. Do you agree with the Professor from the Interview that acting ethically will ultimately lead to higher sales and a better reputation? Why/why not?

Task 18. Ethical problem solving: work in pairs or small teams, choose one situation given below and discuss how you would respond to it. Complete the chart to shape your ideas.

<i>Identify the problem:</i>	
<i>List all facts that affect your decision:</i>	
<i>Identify people who would be affected by your decision:</i>	
<i>List at least three pros and cons for each option:</i>	
<i>Choose the best, most ethical option:</i>	

- Your co-worker asks you to cover for him so he can sneak out of work early to go to his son's softball game. Do you agree? If he went anyway, would you keep silent?

- You are in charge of the petty cash at the office. However, a co-worker is responsible for making a weekly trip to the bank to make the business deposit and obtain petty cash for the following week. In a conversation with your mutual supervisor, you are asked if the increase in the petty cash amount was enough. You, however, have not seen any additional money. You realize your co-worker has been pocketing the additional money.
- One of the newest salespeople in your division is a real goof-off, never showing up for work on time, distracting other people with his antics and so on. You complain about him to your boss, who tells you the kid is the son of the company president. Your boss instructs you not only to leave the new guy alone but also to make his sales numbers look good by throwing him some no-brainer accounts. What do you do?
- Company policy forbids co-workers to become romantically involved. You go to the same church as someone from another department, and you find yourself becoming attracted to this person. Do you pursue the relationship?
- You work in the Quality Control Department. Once a year, your supervisor gives away the company's used computers to the local elementary school. The company does not keep records of these computer donations. You really need a computer. Your supervisor asks you to deliver 12 computers to the school. What would you do?

Task 19. Talk for a minute: choose one of the topics below and deliver a one-minute speech for your groupmates:

1. What makes a person act ethically or unethically?
2. How often do you lie? When is it okay to lie?
3. What would you do if you witnessed a colleague acting unethically?
4. What would you do if a supervisor asked you to perform an unethical task?
5. Is it wrong to lie on your CV? What about to mildly exaggerate?
6. Is the main purpose of business to make a profit?
7. Would you help a member of your family get a job at your company?

8. Does a company ever have the right to read an employee's emails?
9. Should a company always be totally honest when advertising?
10. Should a company be forced to reveal how much it pays its executives?
11. Is it ever right to hire someone because they are attractive?
12. What do you think is the most ethical career?

FINAL MINI-PROJECT

Task 20.

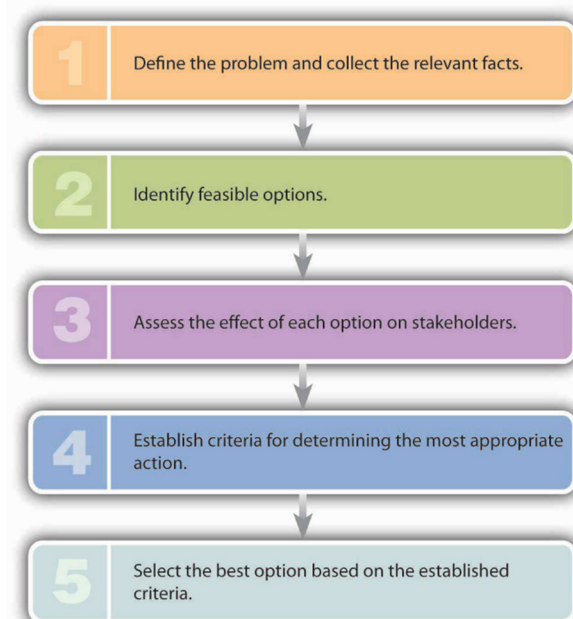
WRITE

Go online and research examples of major companies' Code of Conduct and Ethics. Choose two you like or dislike and compare them. Write a brief summary presenting your ideas.

Task 21.

PRESENT

1. Research one of the recent ethical scandals.
2. Identify the type of ethical problem; explain what happened and what could have been done differently
3. Offer your solution of the problem; use the infographics as a guide in this part.



CHECK YOUR PROGRESS

Can you	YES	NO
define the term “ethics”		
name at least 5 words describing ethical behaviour?		
name at least 5 words describing unethical behaviour?		
list ten types of unethical practices?		
advise how to deal with ethical dilemmas?		

WATCH AND LEARN MORE:

**Ethics:
Yes, Even
When
Nobody is
Watching**



**Ethics in
the age of
technology**



**How
ethics can
help you
make
better
decisions**



READ AND LEARN MORE:

**The
Ethical
Business
Blog**



**Business
Ethics
Highlights**



**Business
Ethics
Case
Analyses**



BRAINSTORMING








Ideas Generation

Goal:

Ideas Workplace

put your ideas here

Brainstorming rules:

-  Defer Judgment
-  Encourage Wild Ideas
-  Build on the Ideas of Others
-  Stay Focused on the Topic
-  One Conversation at a Time
-  Be Visual
-  Go for Quantity

Constraints:

Put limitations to push thinking

Shortlist:

Shortlist:

BUSINESS PRESENTATION QUICK GUIDE

How to give a presentation in English:

Business Communication



[link](#)

55 Must-know business presentation phrases to have prepared:

Here is a list of natural-sounding phrases, which you might like to use in your next business presentation. They will not all be useful to everyone, but they will give you some building blocks to structure your presentation around.

Greeting your audience and starting your presentation

Open your presentation with a greeting and thank people for coming. Here are some opening statements, ranging from formal to informal:

1. Good morning/afternoon/evening everyone. On behalf of (company name), I'd like to welcome you all to our offices.
2. Hello everyone, I'm delighted to be speaking with you today.
3. Hi everyone, I think we might still be missing a few people but I'm going to kick things off now so we have time to get through everything.
4. Hello and thank you all for coming. I appreciate you being here on such a rainy Monday morning / last thing on a Friday afternoon.

Give the topic of your presentation

Your audience knows why they are there, but it is helpful to re-state it briefly:

5. As you all know, I am going to be talking to you about CPC advertising best practices.

6. In this presentation, I am going to walk you through some of the best practices in CPC advertising.
7. For the next forty-five minutes, I am going to be speaking to you about the best practices in CPC advertising.

Introducing yourself

Briefly tell the audience who you are: give your name, company, and position. You can touch on any other information which explains why you're well-placed to give this presentation:

8. My name is..., and I am The Head of Marketing here.
9. First of all, a little bit about my background. I am the Head of Marketing at... (company name), and I have been with the company for seven years. Before that, I used to work for where I...
10. To introduce myself, my name is and I am the Head of Marketing at....
11. By the end of this session, you will all know a little more about the best practices in CPC advertising.

Give a roadmap for the presentation

Even if your presentation is short, it's helpful for the audience to know what you plan to discuss. It'll keep you focussed, and ensure that they hear facts, rather than an endless stream of information:

12. My presentation will take about 45 minutes and is divided into four sections. Section 1 is going to discuss...
13. Since we only have 45 minutes to discuss this huge topic, I'm going to keep things brief. This talk will be divided into four sections. To start off...
14. I thought it would be helpful to share a road map of what I'm planning to cover. This talk will be divided into four sections.
15. I'm going to look at four different aspects of CPC advertising in today's presentation. Number one...

Question policy and any rules

What do you want from your audience? Do you mind being interrupted, or will it distract you? State your expectations and you won't have any surprises. Consider whether you need to announce any other rules about audience behavior:

16. If you have questions about anything, please kindly wait until the end of the presentation to ask them. We'll have ... minutes for an open discussion at the end.
17. Feel free to interrupt if you have any questions.
18. If anything isn't clear, put your hand up and I'll do my best to answer your question.
19. I'd be happy to answer any questions at the end of my talk.
20. I would appreciate it if you could all put your phones on silent, or turn them off for the duration of this talk

Starting the main body of your presentation

Your audience now has a good idea of who you are and what to expect. Now there's a roomful of eyes waiting to hear your expertise. It can help to start by turning the topic into a question:

21. So, what is CPC advertising?
22. Let's start at the very beginning. Many people ask...

If that's not suitable for you, then try any of the following phrases to show that your introduction is over, and the main body will shortly begin:

23. Let's get started.
24. I'd like to start by talking about...
25. Let's kick things off.

Beginning a new section of the main body

Once you've made your first point, try to sum it up in one sentence. Then you are ready to start a new phrase. Here are some options for that:

- 26. Okay so that's Facebook ads. But what about Google ads? Well...
- 27. Now let's turn to Google ads.
- 28. There's a lot more to learn about that but since we're pushed for time, let's move on to Google ads.
- 29. Part two: Google ads.

Useful words for listing

In Ancient Greece, rhetoricians (professional public speakers) developed tricks to hold an audience's attention. One of them was to number their ideas on their fingers, so that the audience had a visual aid to follow along with. Luckily, this works even better when showing bullet points on a PowerPoint! Here are some ideas for how to list your points:

- 30. There are five main advantages to this approach... firstly, ... secondly, ... thirdly, ...
- 31. There are three main reasons why people choose Google ads. It's primarily because...but another key factor is...some people choose them because...
- 32. There are five stages of the process. You start by... then, you should...after that,

Introduce your visual aids

It's best to give your audience something to look at to reinforce your points. Here are some phrases to show people what you want them to notice:

- 33. If you look at this graph, you will see...

34.From this chart, we can understand how ...

35. As you can see from this infographic, our research indicates that...

36.This chart shows our findings of a recent experiment we undertook. The y-axis represents... while the x-axis stands for...

Ending the presentation

Business presentations usually end with a summary. You can use this to reinforce your main points (in case anyone dozed off!) or to return to the question you discussed:

37.That's it on CPC advertising for today. In brief, we've covered ...

38.Well, that concludes my presentation today. To refresh your memory, the main takeaways are the following. Number one...

39. That brings me to the end of my presentation. I hope you're a little clearer on what CPC advertising is and when to use it.

40.So to draw all that together, next time you think about CPC advertising, consider the following factors.... That's all from me!

Involving the audience in the discussion

You've said your piece, and the audience is full of new information. Thank them for their attention and, if you feel able to, invite them to ask you for clarifications:

41.Thank you for listening. We have five minutes left over. Are there any questions?

42. Thank you for your attention, I hope you've found this session useful. I'd be happy to answer any questions.

43.Thank you for listening. I'd now like to open up the floor to questions, so just raise your hand if there's anything else you want to know.

When you receive questions, don't feel you have to leap into the answer straight away. You can buy yourself an extra few seconds with one of the following phrases:

44.Thank you for your question, ... (name).

45.I'm glad you asked me that.

If you aren't sure how best to answer a question, don't be afraid to ask for clarification as to exactly what information the asker is looking for. It's also perfectly professional to admit when you don't know something:

46. Could you clarify what exactly you mean by that, please?

47. Are you asking about my experience or data from the industry in general?

48. Unfortunately, that's slightly outside of my area of expertise. However, I think you could almost certainly find more information on that by...

49. That's a great question and I have to say, I don't know for sure, but my best guess would be that...

Check in with the question asker

To really demonstrate your expertise, check that your question has impressed the audience member who raised it:

50. I hope that makes sense. Is that the kind of answer you were looking for?

51. Does that answer your question?

52. Feel free to come and grab me afterwards want to discuss this further

Thank your audience and close your presentation

53. Thank you very much for your attention.

54. Thank you all for coming, I really enjoyed speaking to you today and hope this session has been useful.

55. Thanks for listening, do feel free to contact me via my website or email if you think of any further questions.

Adopted from [©PreplyInc](#)

COMMUNICATION STYLES**Passive Communication.**

Passive people often don't communicate verbally. They tend to bottle up their emotions instead of expressing them, perhaps out of fear of hurting others or making them uncomfortable, or maybe because they don't believe their feelings or opinions matter as much as those of others. People with a passive communication style usually fear confrontation and believe that voicing their opinions, beliefs, or emotions will cause conflict. Their goal is usually to keep the peace and not rock the boat, so they sit back and say little.

Aggressive Communication.

Aggressive communicators attempt to control others. They're concerned with getting their own way, regardless of the cost to others. Aggressive people are direct, but in a forceful, demanding, and perhaps even vicious way. They tend to leave others feeling resentful, hurt and afraid. They might get what they want, but it's usually at the expense of others, and sometimes at their own expense, as they may later feel guilty, regretful, or ashamed because of how they behaved.

Passive-Aggressive Communication.

Like passive communicators, those who have a passive-aggressive style fear confrontation and don't express themselves directly. However, because of their aggressive tendencies, their goal is to get their way, but they tend to use indirect techniques that more subtly express their emotions, such as sarcasm, the silent treatment, or saying they'll do something for others but then "forgetting".

Assertive Communication.

Assertive people express their wishes, thoughts, feelings, and beliefs in a direct and honest way that's respectful both of themselves and of others. They attempt to get their own needs met but also try to meet the needs of others as much as possible. They listen and negotiate, so others often choose to cooperate with them because they're also getting something out of the interaction. Others tend to respect and value assertive communicators because this communication style makes them feel respected and valued. Assertive communication is the way people with good self-esteem tend to

express themselves. They feel good about themselves, and they recognize that they have a right to express their opinions and feelings. However, this does not mean people with low self-esteem can't be assertive and being more assertive in your communication will actually improve how you feel about yourself. It will also improve your relationships and interactions with others, and this too will increase your self-esteem.

Guidelines for Assertive Communication:

1. Decide on your priorities.
2. Ask for what you want in a way that doesn't damage the relationship.
3. Negotiate.
4. Obtain information.
5. Say no in a way that doesn't damage the relationship.
6. Act according to your values and morals.

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TRANSCRIPTS

CULTURE, SCIENCE AND SOCIETY

What's the difference between a scientific law and theory? - Matt Anticole

(direct link: <https://www.youtube.com/watch?v=GyN2RhbbiEU>)

Chat with a friend about an established scientific theory, and she might reply, "Well, that's just a theory." But a conversation about an established scientific law rarely ends with "Well, that's just a law." Why is that? What is the difference between a theory and a law... and is one "better"? Matt Anticole shows why science needs both laws and theories to understand the whole picture.

Lesson by Matt Anticole, animation by Zedem Media.

Chat with a friend about an established scientific theory, and she might reply, "Well, that's just a theory." But a conversation about an established scientific law rarely ends with "Well, that's just a law." Why is that? What is the difference between a theory and a law... and is one "better"? Scientific laws and theories have different jobs to do. A scientific law predicts the results of certain initial conditions. It might predict your unborn child's possible hair colors, or how far a baseball travels when launched at a certain angle. In contrast, a theory tries to provide the most logical explanation about why things happen as they do. A theory might invoke dominant and recessive genes to explain how brown-haired parents ended up with a red-headed child, or use gravity to shed light on the parabolic trajectory of a baseball. In simplest terms, a law predicts what happens while a theory proposes why. A theory will never grow up into a law, though the development of one often triggers progress on the other.

We weren't handed a universal instruction manual. Instead, we continually propose, challenge, revise, or even replace our scientific ideas as a work in progress. Laws usually resist change since they wouldn't have been adopted if they didn't fit the data, though we occasionally revise laws in the face of new unexpected information. A theory's acceptance, however, is often gladiatorial. Multiple theories may compete to supply the best explanation of a new scientific discovery. Upon further research,

scientists tend to favor the theory that can explain most of the data, though there may still be gaps in our understanding.

Even incorrect theories have their value. Discredited alchemy was the birthplace of modern chemistry, and medicine made great strides long before we understood the roles of bacteria and viruses. That said, better theories often lead to exciting new discoveries that were unimaginable under the old way of thinking. Nor should we assume all of our current scientific theories will stand the test of time. A single unexpected result is enough to challenge the status quo. However, vulnerability to some potentially better explanation does not weaken a current scientific theory. Instead, it shields science from becoming unchallenged dogma. A good scientific law is a finely tuned machine, accomplishing its task brilliantly but ignorant of why it works as well as it does. A good scientific theory is a bruised, but an unbowed, fighter who risks defeat if unable to overpower or adapt to the next challenger. Though different, science needs both laws and theories to understand the whole picture. So the next time someone comments that it is just a theory, challenge them to go nine rounds with the champ and see if they can do any better.

TRAINING AND PROFESSIONAL DEVELOPMENT

Training and Development Manager Career Video

(direct link: <https://www.youtube.com/watch?v=5ds5MUyF6Lw>)

This career video provides day-in-the-life information about jobs, occupations, and tasks related to TRAINING and DEVELOPMENT positions including Coordinators, Supervisors, Managers, Directors, and Officers.

Fact: Employees who are engaged at work are happier, perform better, and stay on the job longer. Training and development managers play a big role in this dynamic: making sure that employees not only learn the skills they need but also get the learning opportunities they want. These managers research topics, develop workshops and training and give presentations. They may purchase materials from different sources, tailor them for the organization, and create some of their own. Running new employee orientations is often part of the job. A skilled training manager will conduct surveys,

evaluate their programs, and keep tabs on leadership priorities to ensure their training efforts hit the target. Training materials and methods must be up to date; they may use distance learning systems or videoconferencing to reach employees at a distance. All while keeping a balanced budget. Training and development managers work in almost every industry. They almost always work full-time during regular business hours in an office setting. A bachelor's degree, or sometimes a master's degree, is required, in business administration, human resources, curriculum design, or a related field.

Should we get rid of standardized testing? - Arlo Kempf

(direct link: <https://youtu.be/YtE0OsRWeYI>)

Although standardized testing is a particularly hot topic in education right now, this approach to measurement has been in use for two millennia. And while the results of standardized testing can help us understand some things, they can also be misleading if used incorrectly. So what do these tests actually measure? And are they worthwhile? Arlo Kempf investigates.

Lesson by Arlo Kempf, directed by CUB Animation.

The first standardized tests that we know of were administered in China over 2000 years ago. During the Han Dynasty. Chinese officials used them to determine aptitude for various government posts. The subject matter included philosophy, farming and even military tactics. Standardized tests continued to be used around the world for the next two millennia.

And today they're used for everything from evaluating Stairclips for firefighters in France to language examinations for diplomats in Canada to students in schools. Some standardized tests measure scores only in relation to the results of other test takers. Others measure performances on how well test takers meet predetermined criteria. So the Stairclimb for the firefighter could be measured by comparing the time of the climb to that of all other firefighters. This might be expressed in what many call a bell curve.

Or it could be evaluated with reference to set criteria, such as carrying a certain amount of weight a certain distance up a certain number of stairs. Similarly, the

Diplomat might be measured against other test taking diplomats or against a set of fixed criteria which demonstrate different levels of language proficiency. And all of these results can be expressed using something called a percentile. If a Diplomat is in the 70th percentile, 70% of test takers scored below her. If she scored in the 30th percentile, 70% of test takers scored above her.

Although standardized tests are sometimes controversial, they're simply a tool as a thought experiment, think of a standardized test as a ruler. A ruler's usefulness depends on two things. First, the job we ask it to do. Our ruler can't measure the temperature outside or how loud someone is singing. Second, the ruler's usefulness depends on its design.

Say you need to measure the circumference of an orange. Our ruler measures length, which is the right quantity. But it hasn't been designed with the flexibility required for the task at hand. So if standardized tests are given the wrong job or aren't designed properly, they may end up measuring the wrong things. In the case of schools, students with test anxiety may have trouble performing their best on a standardized test not because they don't know the answers, but because they're feeling too nervous to share what they've learned.

Students with reading challenges may struggle with the wording of a math problem, so their test results may better reflect their literacy rather than numeracy skills. And students who are confused by examples on tests that contain unfamiliar cultural references may do poorly, telling us more about the test taker's cultural familiarity than their academic learning. In these cases, the tests may need to be designed differently. Standardized tests can also have a hard time measuring abstract characteristics or skills such as creativity, critical thinking and collaboration. If we design a test poorly or ask it to do the wrong job, or a job it's not very good at, the results may not be reliable or valid.

Reliability and validity are two critical ideas for understanding standardized tests. To understand the difference between them. We can use the metaphor of two broken thermometers. An unreliable thermometer gives you a different reading each time you take your temperature, and the reliable but invalid thermometer is consistently ten degrees too hot. Validity also depends on accurate interpretations of results.

If people say the results of a test mean something they don't, that test may have a validity problem. Just as we wouldn't expect a ruler to tell us how much an elephant weighs or what it had for breakfast, we can't expect standardized tests alone to reliably tell us how smart someone is, how diplomats will handle a tough situation, or how brave a firefighter might turn out to be. So standardized tests may help us learn a little about a lot of people in a short time, but they usually can't tell us a lot about a single person. Many social scientists worry about test scores, resulting in sweeping and often negative changes for test takers, sometimes with long term life consequences. We can't blame the tests, though.

It's up to us to use the right tests for the right jobs and to interpret results appropriately. If you'd like to learn more about this topic, we highly recommend a bestselling book called *The End of Average* by Harvard professor Todd Rose. In it, Rose investigates the rampant misuse of standardized tests with clarity and urgency. He also proposes a solution to the problem. You can download an audio version of this book for free on Audible.com.

Ted Ed and every free trial encourages audible to continue supporting Ted Ed's nonprofit mission. We're very passionate about this issue, and we're grateful to any Ted community members who take the time to read or listen to this important book. Thanks for watching, and thanks for your support. Bye.

ENERGY

Can 100% renewable energy power the world? - Federico Rosei and Renzo Rosei

(direct link <https://www.youtube.com/watch?v=RnvCbquYeIM>)

Every year, the world uses 35 billion barrels of oil. This massive scale of fossil fuel dependence pollutes the earth, and it won't last forever. On the other hand, we have abundant sun, water and wind, which are all renewable energy sources. So why don't we exchange our fossil fuel dependence for an existence based only on renewables? Federico Rosei and Renzo Rosei describe the challenges.

Lesson by Federico Rosei and Renzo Rosei, directed by Giulia Martinelli.

Every year the world uses 35 billion barrels of oil. This massive scale of fossil fuel dependence pollutes the earth and it will not last forever. Scientists estimate that we have consumed about 40 per cent of the world's oil. According to present estimates, at this rate, we will run out of oil and gas in 50 years or so, and in about a century for coal. On the flip side, we have abundant sun water and wind. These are renewable energy sources, meaning that we will not use them up over time. What if we could exchange our fossil fuel dependence for an existence based solely on renewables? We have pondered that question for decades, and yet renewable energy still only provides about 13 per cent of our needs. That is because reaching 100% requires renewable energy that is inexpensive and accessible this represents a huge challenge even if we ignore the politics involved and focus on the science and engineering. We can better understand the problem by understanding how we use energy. Global energy use is a diverse and complex system, and the different elements require their own solutions. But for now, we will focus on two of the most familiar in everyday life: electricity and liquid fuels. Electricity powers blast furnaces elevators computers and all manner of things in homes businesses and manufacturing. Meanwhile, liquid fuels play a crucial role in almost all forms of transportation. Let us consider the electrical portion first. The great news is that our technology is already advanced enough to capture all that energy from renewables and there is an ample supply. The sun continuously radiates about 173 quadrillion watts of solar energy at the earth which is almost 10,000 times our present needs it's been estimated that a surface that spans several hundred thousand kilometers would be needed to power humanity at our present usage levels. So why don't we build that? Because there are other hurdles in the way, like efficiency and energy transportation. To maximize efficiency, solar plants must be located in areas with lots of sunshine year-round, like deserts. But those are far away from densely populated regions where energy demand is high. There are other forms of renewable energy we could draw from, such as hydroelectric geothermal and biomass, but they also have limits based on availability and location. In principle, a connected electrical energy network with power lines crisscrossing the globe would enable us to transport power from where it is generated to where it's needed. But building a system on this

scale faces an astronomical price tag. We could lower the cost by developing advanced technologies to capture energy more efficiently. The infrastructure for transporting energy would also have to change drastically. Present-day power lines lose about six to eight per cent of the energy they carry because wire material dissipates energy through resistance. Longer power lines would mean more energy loss superconductors could be one solution. Such materials can transport electricity without dissipation. Unfortunately, they only work if cooled to low temperatures, which requires energy and defeats the purpose. To benefit from that technology we would need to discover new superconducting materials that operate at room temperature. And what about the all-important oil-derived liquid fuels? The scientific challenge there is to store renewable energy in an easily transportable form. Recently we have gotten better at producing lithium-ion batteries, which are lightweight and have high energy density. But even the best of these store about 2.5 mega joules per kilogram. That is about 20 times less than the energy in one kilogram of gasoline. To be truly competitive car batteries would have to store much more energy without adding cost. The challenges only increase for bigger vessels like ships and planes. To power across Atlantic flight for a jet we need a battery weighing about 1,000 tons. This too demands a technological leap towards new materials higher energy density and better storage. One promising solution would be to find efficient ways to convert solar into chemical energy. This is already happening in labs but the efficiency is still too low to allow it to reach the market. To find novel solutions we'll need lots of creativity innovation and powerful incentives. The transition towards all renewable energies is a complex problem involving technology economics and politics. Priorities on how to tackle this challenge depend on the specific assumptions we have to make when trying to solve such a multifaceted problem. But there is ample reason to be optimistic that we'll get there. Top scientific minds around the world are working on these problems and making breakthroughs all the time. And many governments and businesses are investing in technologies that harness the energy all around us.

MARKETING

Brand Storytelling.tv | Kate Santore | The Sweet Pleasures of Coca-Cola's Storytelling

(direct link : <https://www.youtube.com/watch?v=WwdGIE4jxKM>)

Joined by Kate Santore, Sr. Integrated Marketing Content Manager at the Coca-Cola Company, Brand Storytelling takes a look at the new Coke & Meal Strategy, Coca-Cola's use of influencer marketing, and the evolution of the beverage giant's storytelling over the last 125 years.

If you're not embracing the idea that there's this exchange right now: I'll watch this ad I don't want to watch in order to see my netflix show. It's on us as brand storytellers to create content that you are willing to watch.

Coca Cola I think has been telling stories for the last 100 years and we're one of the best storytellers, right?

Whether it's global citizens on a hill in Italy teaching the world to sing toant man and hulk sharing a mini coke at the Super Bowl. Um, we're evolving our storytelling to be more relevant to be more engaging, but at the same, it's still very simple, thoughtful storytelling and I think right now with the world being the way it is. I think there's a little bit of people are a bit more open to just the simple sweet stories of coca cola, but we also embrace that.

We're not the only storytellers of our brand. I think that the stat is eight out of 10 co coca cola stories are not created by our, by us. They're created by our fans. We have to embrace that and our storytelling development has changed because of that. We work very closely with influencers; we work with our fans directly. We give them the keys and have them write the stories with us. So it's no longer just a one-way dialogue. It really is a true two-way dialogue.

We're working with Kurt Hugo Schneider of Youtube fame for his acapella songs and remake some popular songs. And we partnered with him and one of our customers Cinemark to create um, an acapella story with his friends. So his influencers came together at a Cinemark theatre to sing their take on our taste the feeling song. all orchestrated with the sound of the movie theatre, the popcorn popping and shaking the sipping of, of an ice cold coke. The way that your ticket swipes through, uh, that's a

beautiful story. It's really doing well on on Youtube and it's actually premiering at every Cinemark theatre across the country.

One of the things I'm really excited about coke right now is our coke and meal strategy. We are rethinking the way that we communicate how coke pairs with food. Traditionally. We've talked about the family coming together over Sunday night dinner with the rotisserie chicken and their cheers ng over their coke and we started to realize that's not the way people eat anymore.

We're taking a swath of what the food culture looks like. So from influencers like celebrity chefs like Ron Sanchez or chef Roble Ali, two food critics like the infatuation Andrew Steinfeld to real life chefs who are coming in to talk about what cooking food means to them. This debate over how we eat and cook and share and talk about food. But the one thing we can all agree on is that it's probably best shared for the coke.

RECESSION

Coronavirus: What is a recession? - BBC News

(direct link: <https://www.youtube.com/watch?v=YiNmFmePYBI>)

Experts think that many countries, including the UK and the US, are facing one of the worst recessions seen on record because of the coronavirus pandemic.

BBC Business reporter Lora Jones explains what exactly the term means, and what it could mean for you.

Motion graphics by Jacqueline Galvin. Produced by Soraya Auer

We have heard it mentioned more and more during the coronavirus pandemic:

Recession... severe recession... this is significant recession... a recession...

Experts think that many countries including the UK and the US are in the midst of the worst recession seen in decades. But what exactly does that mean and how could it affect you? When a country's economy is healthy, it grows over time. The value of the goods and services it produces, and its gross domestic product increases. And economic growth is good for most people. But an economy can also shrink. A recession

is usually defined as when this happens for two or three-month periods or quarters in a row. The last time this happened in many countries, was during the global financial crisis, which started in 2007. In the UK, that recession lasted longer than a year and GDP fell by an estimated six per cent over that time. So, why do recessions happen? There are lots of reasons and debt is one of them. It was the trigger for the global financial crisis when lots of people in the United States couldn't keep up with payments on their homes. It led to huge problems for banks, which effectively ran out of money to lend crippling businesses and banking systems not just in America but eventually around the world. A recession can also take place when an economy suffers a sharp shock. Like the coronavirus pandemic. Because of lockdown measures and consumer confidence taking a hit. Spending on travel and investment have ground to a halt in a number of countries including Germany Europe's biggest economy and the impact of a recession in one country can quickly spread. Let us take a look at the 1997 crisis. In East and Southeast Asia, it started out in Thailand when the value of their currency, the Baht, collapsed. Investors and businesses lost confidence in the country and that spread to the rest of the region. So what could a recession mean to you?

Companies are more likely to cut jobs and people staying at work might have to accept pay cuts or reduced hours leaving them worse off financially. The negative impact on job prospects and pay can last for years. And governments themselves can get into a debt crisis in a recession. As businesses and people, pay less tax pressure can build to cut public spending and services. If a recession carries on for a long time or it is particularly bad, it is known as a depression. It is a bit harder to define and it has often been associated with what is known as the Great Depression in the 1930s. It started with a stock market crash in the United States and spread it lasted for about 10 years. And its impact was felt globally. Now as economies suffer in countries around the world governments are preparing for what some have called "the crisis like no other". But we're in unknown territory and nobody knows how strong or how quick a bounce back could be.

BUSINESS ETHICS

Kinds of Workplace Ethical Dilemmas

(direct link : <https://www.youtube.com/watch?v=WwdGIE4jxKM>)

There are countless kinds of workplace ethical dilemmas. You need to know what they are and have a strategy to deal effectively with them. This video (and others in this basic Code of Compliance course) help equip you to better understand and navigate your workplace ethical dilemmas. By Global Ethics Solutions.

Now let us turn to the kinds of ethical dilemmas in the workplace. The bottom line here is that every person no matter how ethical he or she is will face ethical dilemmas at work. It is a fact and is something that you cannot escape.

So ethical dilemmas in the workplace fall into two broad categories: dilemmas of conscience and those that come from outside your sphere of influence.

Dilemmas of conscience are those that are right inside our head it is an internal battle that rages between your sense of right or wrong. But it is important to remember the following facts about dilemmas of conscience. One - you have a choice as to how to act it is your conscience and your choice is your responsibility and you must face the consequences. Two- you usually have right and wrong answers. Three - these dilemmas are strongly influenced by your needs wants and feelings. If you want something bad enough you will do anything even compromise your ethics to get it. Be careful of your wants and needs. Do not allow the situation and your desires to tempt you to make the wrong choice. Four - dilemmas of conscience are subject to rationalization. Be careful of how you rationalize things. If you do this a lot in areas where there is no ethical conflict you may feel the need to do it in areas where there is.

And finally, remember that you are obligated to make the honest legal choice or suffer the consequences. Dilemmas from outside your influence. Now the other side of this process involves dilemmas from outside your sphere of influence. As I stated earlier even the most ethical people find themselves in unethical dilemmas. You did not look for them. They found you. It is a fact that you will face ethical problems that will come

from outside your sphere of influence. The sources of these kinds of dilemmas include co-workers, supervisors or management customers who may ask you to do something unethical. Business partners, suppliers or vendors ... or simply corruption or bureaucratic problems that are systemic within an organization. Take some time to think about these kinds of dilemmas and their sources.

SCRIPTS

RAPPORT BUILDING. NETWORKING.

SOCIALISING.

English at Work: Face-to-face

(direct link : <https://www.bbc.co.uk/learningenglish/english/features/english-at-work/48-language-for-networking>)

Anna and the rest of the Tip Top Trading team are at the International Plastics Convention and looking to promote their business. Will Anna be able to network and make some useful contacts at the conference? By BBC.

Narrator

Welcome back to English at Work. It's the big day of the International Plastics Conference and a good opportunity for the staff at Tip Top Trading to promote its business. But hold on, who's this? It's Mr Socrates, the big boss from America.

Mr Socrates

Hey, you guys, where have you been?

Paul

Ah, Mr Socrates... nice to see you again. I'd heard you were in town.

Anna/Tom

Hello Mr Socrates.

Mr Socrates

I've been looking for you everywhere. I need to catch up with you and see how business is going.

Paul

Oh very, very well. We're selling Imperial Lemons to France and Anna is developing plastic vegetables.

Mr Socrates

Ah Anna! My favourite girl. Still doing a good job?

Anna

I'm doing my best.

Paul

In fact she's been doing my job for a few days... had a bit of a biscuit accident...

Mr Socrates

Yeah, well that's not hard for you, Paul. Listen, listen I need to talk you - shouldn't the others be doing some networking now?

Paul

Of course, that's why we're here. Right, Tom, I need you to catch up with some of our existing customers – do some schmoozing – and Anna, could you talk to some potential new customers? I need to speak to Mr Socrates.

Anna

Right. Erm, networking... what exactly am I supposed to do?

Narrator

Networking is about helping your business through connecting with other people in the industry. It involves meeting people and talking to them, sharing information, hopefully helping each other and ultimately, getting new business.

Anna

So I have to talk to strangers?

Narrator

Well, yes. Introduce yourself, say who you work for. Ask them about their business and what they do. Then explain a bit about what you do and who uses your products. If it's appropriate, say that you may be able to help them. Then see if they would consider buying from you. Just be chatty and friendly.

Anna

Thanks. I'll give it a try. Excuse me, hello, I'm Anna. I work as a Sales Executive at Tip Top Trading... and you are?

Woman

Jane. Jane from Nice'n'Cheesy. It's very busy here today isn't it?

Anna

It is. It's my first time here but it's very exciting. I really didn't know what to wear.

Narrator

Anna! That's chatty and friendly, but let's get down to business.

Anna

Oh yes, of course. So can you tell me about your company, Nice'n'Cheesy?

Woman

Well, we sell cheese to London's top cheese shops - we like to say we're a wedge above the rest – a wedge of cheese, get it?!

Anna

Err, right. Well, can I briefly tell you about what our company does? Our company – Tip Top Trading – makes plastic fruit mainly for the catering and food industry. We're up for an award today for one of our designs.

Woman

Smashing. That's quite interesting actually. We have an issue with the fresh grapes we provide with our cheeses – they keep going mouldy.

Anna

Oh dear.

Woman

Yes – sour grapes you could say! A good quality plastic grape would be useful to put with our cheese displays.

Anna

Well, I think we might be able to help you.

Narrator

Yes you can! This is the time to exchange contact details – give her your business card.

Anna

Well, if I could have your contact details I'll send you one of our brochures and then give you a call about prices. And here's my business card should you want to call me.

Woman

That's fantastic. So nice to have met you – and I think what you're wearing for the conference is perfect.

Anna

Thanks!

Narrator

Bingo! Looks like Anna has a potential new customer. She was friendly and chatty but kept her mind on business. She used phrases like these:

Excuse me, hello, I'm Anna. I work as a Sales Executive at Tip Top Trading.

Can you tell me about your company?

Can I briefly tell you about what our company does?

I think we might be able to help you.

Here's my business card should you want to call.

Narrator

So, some good work by Anna but there's more networking to be done. A conference is a good place for networking and for catching up with your boss, too. Let's find out how Paul is getting on with Mr Socrates.

Mr Socrates

It's a tough economic climate Paul. We're already cutting out cookies in management meetings.

Paul

Oh, gosh.

Mr Socrates

And now we're cutting staff. We've already lost Rachel – my favourite Sales Executive.

Paul

Ah yes, well, she was stealing the pens.

Mr Socrates

Pens can be replaced but not people like her.

Paul

Well...

Mr Socrates

But now it's time to reduce your team Paul – share the pain.

Paul

Are you sure?

Mr Socrates

Absolutely. By my calculations you need to be rid of one member of staff.

Paul

Oh... well let's not tell the team until we've had the awards ceremony.

Mr Socrates

OK Paul. But it's in your hands to sort this out.

Paul

Crumbs!

Narrator

Ah yes, Tip Top Trading could be about to win a prestigious award but how will this bad news go down with the team? And what is Paul going to do? Find out next time on English at Work.

EMPLOYMENT TRENDS

What is Employability?

(direct link : <https://www.youtube.com/watch?v=Q-DUeP1VISQ>)

We spoke to employers from different sectors, both locally and nationally, to find out what the term 'employability' means to them and what skills they think are important for graduates to have in today's job market.

Employability is about the skills that you can offer a company not just in your first job, but in your entire career.

I think it is everything that you are in a professional context. Every way that you come across, call it your personal brand if you like.

Employability simply means how employable you are for a particular role.

It's really about not necessarily about the specialist skills that an individual's got, but about how they would fit into the organization.

Employers look for a number of things. Firstly, they're looking for bright, intelligent people, they've got a spark. They're looking for people who want to question the way things have been done in the past. They're quite prepared to think laterally about how things should be approved in the future.

We are always looking for people who can be going out and representing our organization because it's all about partnership building across different sectors. It could be business, it could be sport, leisure, the arts and to carry the confidence of an organization in meetings and setting up and brokering partnership is really important.

In my experience, the people that I've seen go the furthest are the ones who communicate well. They're people who put their hand up and ask questions when they're not sure.

I'd say communication skills are the number.

One thing that you need to pay attention to.

When we bring graduates into our company, the most important thing for us is their attitude. If they come into us with the right attitude, we'll teach them all the skills they need to do the job. But they've got to have the right attitude to learn and to get on and to want to improve and to do the very best they can.

I would say the most important skills for graduates are communication skills, organizational skills, commercial awareness and interpersonal skills.

I think it's very important to be adaptable, to change and recognize that the day to day aspects of your job may not necessarily be what is written on your job description.

Building up an online profile I think is incredibly important and it's an important part of your employability. Looking at things like LinkedIn for example, which is one of the more important.

Recruitment platforms from an employability perspective, what's important is to both invite become open to feedback.

And remember, employers aren't looking for the finished article. They're looking for somebody who can demonstrate that they've got the potential, who they can grow and nurture within their organization.

How do I develop my employability skills? | Tony Walker, Deputy MD – Toyota

(direct link: <https://www.youtube.com/watch?v=0k7GcHhpLCE>)

Tony Walker is the HR Deputy Managing Director for Toyota UK. In this video, Tony discusses what steps students can take to develop their employability and skill set to help them into graduate career roles across a wide range of career sectors.

My name is Tony Walker. I'm the deputy managing director of Toyota Manufacturing UK. I'm also managing director of Toyota's European London office as well.

So I did do a college G degree, it was a science orientated degree. So I think some of those issues of being able to collect and organize data and break it down to find trends, prito all those sorts of statistical analysis methods and then being able to draw a conclusion from that which you could articulate and which develop something which misled you somewhere, a meaningful, profitable conclusion, I think that was a strong skill. I also did a lot of extracurricular activities when I was at university and in one of those activities I became a president of the society. And so I could learn the skills of that sort of leadership and kind of consensual leadership because in the university society you have to discuss and that is very much part of our culture and I

think modern business culture is very consensual. We're trying to encourage bottom up, we're trying to encourage people with the ideas to share them willingly and to continuously do that.

So I think I learned some of those sorts of skills. The actual technical things of certain psychological theories and so on. I have not actually used very much. But I think the academic discipline of being able to study them and analyze them.

Try to get some experience of the world. Don't just live in your academic environment these days. Straight from school to university to work is quite difficult. So that might be job experience, that might be part of your course, but very often it isn't. It could be summer job, it could be traveling, but try to broaden yourself out, to have some realistic view of what the world is like.

And working in a job is just simple things like getting up every day, even when you don't want to, attending on time, we start promptly in the morning, it's 08:00, you need to be there for four to eight, et cetera, et cetera, those sorts of basic get yourself ready for work and learn some work related type of skills. I enjoy and I've always enjoyed both technical issues and working with people. I think that helps well, because this is larger business, or I think any business, actually any size of business is a lot about teamwork. There's very little you can do by yourself. You may get the job where you work by yourself, but most people have to be able to work in teams.

That does mean communicate, to share vision, being able to share what you want to achieve.

Well, the first thing is the ability to find facts as they really are, not as somebody else would like them to be, not as perhaps you would like them to be, but actually go and find out the facts for yourself firsthand and then having established the data itself, to be able to analyze that to break down. If it's a problem, what's the cause of the problem? What is how you would like the situation to be? What's the gap between your ideal situation or your expected situation and your actual situation? It's a kind of problem solving skills that's the very first thing.

And the ability to think logically, to use data is essential as a foundation in all disciplines within a company like Toyota. The second is to take actual action to get a result. Basically, once you've done your problem analysis, you've found your problem, you will then need to solve it. You will then need to improve the situation, design something new, whatever. And you need to be able to take action.

And that means getting resources, maybe financial resources, people's resources, and persevere to see things through because getting the results will not usually come easily. So you have to be able to persevere and keep going. And the third thing is understanding and committing to the company's mission. So we have a mission to produce ever better cars, excellent quality to do it with high productivity, with efficiency, with safety. You have to be able to commit yourself that you truly believe in that and follow that every day because you actually want to, not because somebody's following you up to do it.

You self starting for yourself. Achieve the company a mission. So in summary, fact finding analysis, taking action and persevering, committing to the company mission.

Don't worry so much if you don't have a great life plan. Honestly, I didn't, I did not have a great life plan. I boodled off to university because I thought it was the right thing to do. And my parents said, you should go. And I got to the first term of my final year and I thought, oh heck, what should I do now?

And I literally went to the career's advisory service and I was doing a psychology degree. They said, well, why don't you consider the person? I thought, well, that's not a bad idea. And I literally did that. And then have taken every opportunity with both hands as it's come along.

And if you do have a great career goal, you're lucky. I honestly think most people don't. So just do the very best you can. Don't limit your horizons. Be flexible, be willing to grasp every opportunity with both hands and work as hard as you can.

Do the best possible job you can. In my view, don't work for the money. I don't know how satisfied you'll be, but work to do a good job that you know is a good job every day and you'll have a great career.