

1 Personal development

Subject background

In the 20th century organization, people did not have to give too much attention to their own personal development. Line managers and job descriptions made tasks and responsibilities clear. If training was needed, the organization provided it. Career progression was simple: move up the ladder one step at a time, restricting yourself to organizations that were in the same field.

In the 21st century things are likely to be different (although of course we never know). People will be managed inside matrix organizations – that means having a variety of people to report to. Empowerment will replace control. People will not rely on organizations to provide them with job-specific training, instead they will take responsibility for their own learning and development (perhaps in areas that are quite unrelated to their present job but that improve their employability in the future). Career progression will be based more on merit, and people will move more freely between organizations and jobs. There will be more job insecurity, but people will see multiple career paths as being open to them – not just a straight, corporate ladder. Learning will be continuous.

The nature of managerial skills is also likely to change. Imagination and creativity will become more important. People skills (such as teamworking and influencing) will become much more necessary. The ability to cope with change and complexity will be important. Sensitivity to cultural differences and diversity will play a greater role.

All of this points in one direction: self-managed personal development and continuous learning. Of course, this approach has its problems. The day-to-day demands of a job can sabotage learning opportunities. Lack of support from line managers may impede progress. There are difficulties in measuring the effectiveness of the process, but nevertheless the trend towards lifelong self-development as a career management tool seems unstoppable.

Where does self-managed personal development start? It has to start with gaining a deeper understanding of your present context – the business environment, the market, the key challenges of your organization and the business plan. The next step is to consider your career path: how you got to where you are now, what your successes and disappointments have been, what you have learnt about yourself, and what your dream job would be if there were no constraints (family, geographical, qualifications, etc.). Then you need to identify an expert in the area that you want to learn. Is there someone who can act as your coach, helping you develop a particular skill? Is there someone who can act as your mentor, providing more general guidance and advice? Is there a role model who can inspire you at a distance? Is there a learning partner – someone like yourself who has similar development needs and who you can share ideas and experiences with? The fourth and final step is to look for day-to-day activities that provide opportunities for learning. These might include new projects, secondment to another part of the organization, computer-based learning, structured reading, attending conferences, work shadowing, job swaps, training courses and workshops, and deliberately placing yourself in new and challenging situations like giving a presentation or chairing a meeting.

All this will inevitably lead to a process of self-analysis and reflection. You will become aware of your strengths and weaknesses, your various roles at work, your skills, the things you enjoy, your achievements and what you learnt in achieving them, your future options. This process will involve checking with others (colleagues, family and friends) to get feedback on your reflections and to see what they themselves think about you. Their input will provide some similarities and some differences, and both will send a message.

You will finish with some kind of action plan that helps you to focus on what you want to achieve, how you will achieve it, who can help you in the process, any constraints you might meet, and a timeframe.

Useful websites

<http://www.businesslink.gov.uk/bdotg/action/pdp>

http://worldwork.biz/legacy/www/downloads/Personal_Development_Plan.pdf

<http://www.businessballs.com>

1.1 About business

Developing your career

This module focuses on how to get on at work and takes a humorous look at how to build a successful career.

Internet research

A search for *success at work* will return a selection of websites offering further suggestions for getting on at work. You may want to use these sites for sources of further classroom material or for homework assignments.

You could also give website addresses to pairs of students and ask them to find top tips to share with the class.

Discussion

- 1** Before doing the discussion activity, ask the class to write down the following quotes as you dictate them (once quickly, then twice slowly). Then ask students to compare spelling in pairs and to choose a favourite.

'The only place where success comes before work is a dictionary.' (Vidal Sassoon)

'I owe my success to having listened respectfully to the very best advice, and then going away and doing the exact opposite.' (G.K. Chesterton)

'Success consists of going from failure to failure without loss of enthusiasm.' (Winston Churchill)

Before starting the activities in this first part of the unit, it is important to find out whether your students are working, or about to start work. If they are already working, this would be a good opportunity for them to describe their job roles and responsibilities. If they have not yet started work, this would be a good opportunity for them to talk about their future work ambitions and study plans.

You may also want to consider whether the class is a new group, whether the students already know each other, and whether it is a continuous enrolment class or a closed group. If this is a new group, you can incorporate the topics in this first part of the unit into getting-to-know-you discussions. In a continuous enrolment context, the topics can provide an opportunity for new and established students to get to know each other.

For the discussion activity, write each of the topics on a separate piece of A4 paper. Then write the following question on the board:

What advice would you give to a new employee on how to make a good impression and 'get on' in their career?

Next, explain to the class that they are going to generate ideas in answer to this question. Tell students to work in pairs and give each pair a sheet of paper with a topic on it. Ask the pairs to note down as many ideas as they can about their topic. Set a time limit of up to a minute for this. Next, tell each pair to pass their sheet of paper to another pair, so that each pair now has a new topic. Again, ask them to note down as many ideas as they can. Repeat this process until each pair gets their original sheet back. Pairs then feed back the advice and suggestions to the class. The class then decides on the top five pieces of advice.

Note: If students have not yet started work they may have fewer ideas about business lunches, conferences or meetings. You could nudge them a little by mentioning liquid lunches and ideas adopted to limit time wasted in meetings such as holding meetings standing up.

- 2** Before getting students to read the article, elicit / pre-teach the meaning of *top tip* (best piece of advice), *drastic* (extreme, desperate) and *out to get you* (wanting to see you fail). You will also need to elicit / pre-teach the meaning of *to get on* (in this context meaning *to make progress*) and *stance* (an attitude towards a particular matter).

ANSWER:

The author describes life at work humorously, as a battle. It is described as ruthless and cutthroat, with people doing whatever they can to get to the top.

Words that indicate the author's humorous stance through comic exaggeration and the idea of battle are *minefield*, *kidnap* and *blackmail*.

Scan reading

- 3** Before going straight into this task, refer back to the advice that students brainstormed at the beginning of the lesson. You could now ask students to quickly scan the text to see whether any of their ideas are mentioned.

Elicit / pre-teach the meaning of *to steer clear of something* (an idiom meaning *to avoid*).

Give students a short time to scan the text and match the headings to the paragraphs. Allow them to compare answers before taking whole-class feedback.

ANSWERS:

a 4 b 1 c 8 d 9 e 3 f 7 g 2 h 6 i 5


Reading and discussion

- 4** An alternative way of doing this exercise, if you have a class of six or more students, is to cut the text into sections. Distribute a section to each student. Ask the students to read through their section of text and to highlight the key points and top tips. Monitor and help students with any language difficulties. Once all students have read their extracts and have highlighted the key points, get them to mingle and to tell each other what their text is about and the top tips the writer provides. Once the mingle activity is complete, ask students to work in pairs and to jot down all the advice they can remember. Elicit answers from the class. Finally, ask students to read through the whole text, highlighting the key points of each section and summarizing the advice given for each section. Monitor and clarify any language points as necessary. Finally, give students a short time to compare in pairs before taking whole-class feedback.

SUGGESTED ANSWERS:

- 1 Get yourself noticed = it's a good idea to show initiative / volunteer. This will provide you with plenty of work, which you should try to avoid doing.
- 2 Ignore all emails = if something is really important the person who sent the email will try to contact you again.
- 3 There are good and bad bosses = good bosses are interested in you, encourage you, give you interesting work to do, and leave you to work on your own initiative. Bad bosses give you work to do and then complain when you do what they ask.
- 4 Dress up not down = it's important to dress appropriately for the job.
- 5 Share opinions at appraisals = do not expect your boss to have the same opinion as you. When giving appraisals, give recognition as well as criticism.
- 6 Learn to recycle reports. Many reports say much the same thing, and using an old one as a model can be useful. However, double-check all your changes!
- 7 PAs keep businesses organized = they are the engines that keep a business running.
- 8 Don't be scared to be lazy = the more you do, the more can go wrong.
- 9 Steer well clear of all meetings = most meetings are pointless. The best meetings are those for which people have really prepared. They require a lot of work, but are usually very worthwhile.

Listening for gist

5  1.01–1.03 The listening texts have the following items of vocabulary that may cause some difficulty for your students, and that you may like to pre-teach before doing the listening: *to scratch a few backs* (to do favours for people in the hope they will be returned. This is derived from the saying *you scratch my back and I'll scratch yours*), *mind share* (the amount of time spent thinking about something), *opt for* (phrasal verb meaning *to choose*), *to give it your all* (to do the best you can).

Alternatively, draw students' attention to them after the listening and elicit the meanings from the context.

Another technique is to pause the CD a moment before the phrase and ask students to note down what is said next and to guess the meaning from context. Once students have noted down each of the phrases, you can elicit them and put them on the board, along with their meanings.

Before doing the listening, write the following table on the board and ask students to copy it:

promotion	relationships with your boss	work-life balance

Explain to students that they are going to listen to three people talking about getting on at work, and as they listen they should make notes under the headings. Play the recording through once. Then give students an opportunity to compare their notes in pairs. Play each extract through once more, pausing after each extract. Again, give students time to compare notes. Once all the extracts have been played through a second time, elicit students' notes and put them on the board under the relevant headings. Finally, ask students to refer back to the article and to discuss how the advice given in the recording compares. Take whole-class feedback.

ANSWERS:

promotion	relationships with your boss	work-life balance
Speaker 2: Make sure your boss thinks of you first when promotion time comes. Keep yourself on his / her mind by sending regular updates even if you haven't done very much.	Speaker 1: Develop a friendship with your boss, try to talk to him / her about personal things, in a natural way.	Speaker 3: Set limits for the amount of overtime you do. Know your limitations and turn down assignments if necessary.

RECORDING SCRIPT

 1.01

I think the key to surviving at work is the same as it's always been. Bosses have huge egos, and you have to feed those egos if you want to be effective. You have to scratch a few backs, and laugh at your manager's jokes even if they're not funny. But seriously, though, there's a right and a wrong way to befriend your manager – think of him, or her, as a person rather than as a figure in authority. Remember, they want to get on with the people they work with as much as you do. Show them you're a good guy on a personal level, not just professionally. Managers promote people they know and like, so developing a friendship with yours is a smart career move. Bringing up office politics and client complaints will only remind them that they're your manager. But talk about more personal stuff, you know, like their favourite team or a holiday destination, and you're speaking to a friend. Direct the conversation to things that feel natural. After all, this is how friends interact.

 1.02

When the time comes for a promotion in your office, your manager will be thinking about all the great times when his or her team worked together successfully. You need to get more of your manager's mind share, and occupy it more often. So, for example, sending regular updates – even if there's nothing much to say – keeps you on your manager's mind as somebody who is getting the work done.

If you've been part of successful projects, opt for others that you know you'll succeed in. This'll help build your manager's confidence in you, and that will help you become the person your boss will turn to when more important projects come up.

 1.03

Whatever your job, the desire to give it your all and get to the top is incredibly strong and often results in other aspects of your life suffering.

Some jobs require open lines of communication via smart phones and so on, but try to turn them off when you're not at work. Being keen isn't a sign of determination, but a lack of focus on your personal affairs. If you really have to work at home, find a place where you can't be disturbed, and put a time limit on your work.

At times, workloads become unbearable, and however sympathetic your manager might be, he or she'll try to get you to do as much as is humanly possible. But the key word here is humanly. There are limits to how much we can accomplish. So sometimes, it is OK to say no and turn down assignments. It doesn't mean you've failed, but that you're in control and you know your limitations.

1.2 Grammar


Tense, aspect and voice

This module focuses on the grammatical features of tense, aspect and voice. It introduces and consolidates the concepts of aspect and reviews the active and passive voices.

Did you know?

The fact that English has no future tense may come as a surprise to many students, as *will* is traditionally taught as such. You may find it useful to explain to students that *will* is in fact a modal verb with a variety of meanings, including *assuming, threatening, promising, offering* and *deciding*. Remind students that the present continuous (for future arrangements), the present simple (for timetables) and *going to* are all possible when talking about the future, and that *going to* is perhaps the safest option, although should be avoided in very formal contexts. *Will / Shall be + verb + ing* (or *will* in the continuous aspect) is the most formal future structure.

Review of aspect

1  1.04 Explain to students that they are to read the dialogue and select the most suitable tense form based on the context. Allow a few minutes for this, and monitor. Give students enough time to compare their answers in pairs before moving on to the listening task. Before students begin, you may want to pre-teach the following vocabulary: *to be up to* (doing recently), *suit you down to the ground* (be perfectly suitable for you), *blew his reputation* (destroyed his reputation), *the drinks are on me* (I'll pay for the drinks).

Play the recording through once only to allow students to check their answers. Students compare their answers in pairs.

After the listening task you will need to provide feedback on the reasons for the correct answers. You might find it useful to put the dialogue onto an overhead projector (OHP) or an interactive whiteboard (IWB) in order to highlight tense features and to enable students to follow your exposition. Allow plenty of time for student questions.

ANSWERS:

- have you been up to* – we prefer the present perfect here because it indicates a state leading up to the present, and also because the present perfect is strongly associated with *since* as a preposition or in this case a subordinator.
- saw* – this indicates a specific event in the past, so we use the past simple; also the past simple is associated with the adverb *last* (= *the last time*).
- hasn't anyone told you* – normally you only need to tell someone something once, so the aspect is simple. If it is continuous, it means that the person is being told repeatedly. The use of the present perfect here indicates news.
- have decided* – the present perfect is more likely as the decision has strong current relevance. The past simple is also correct, and would be more typical of American English.
- would you be doing* – *would* shows that the situation is hypothetical, and given the context that the job interview is in the future, the continuous expresses what Jon would be doing if he gets the job. The perfect continuous expresses what Jon would have been doing if he had got the job. Clearly he has not been rejected for the job so this combination of aspects is not appropriate.
- cover* – there is no reason to use the present perfect; the present simple here refers to 'all times' – past, present and future. This is a permanent state of affairs.

- have always got* – the present perfect is used here to describe a recurrent habit up to the present time. *Always got* is more distant (or American English) and suggests that this characteristic is no longer true.
- is going* – the present continuous is more likely as the action is both currently in progress and incomplete.
- blew* – the past is correct as the event referred to is in the past (when the documents were lost) and there is a specific reference to this in the sentence, so it is quite definite.
- have you been doing* – the present perfect continuous emphasizes the current importance of the action (present), what has been completed so far (perfect), and the fact that the action is ongoing or in progress (continuous).
- will have worked out* – *will* + the perfect aspect is more likely than the progressive as Jon means that by the future date mentioned (the end of the week) the strategy will be completed and every question will be covered. The continuous would suggest that at the end of the week he would still be in the process of formulating his strategy and it would not be finished.
- Aren't you being* – the present continuous suggests that Ed thinks Jon is behaving over-confidently / arrogantly at the moment, but is not generally over-confident / arrogant.

Note: For numbers 9 and 10 in this exercise both answers are possible, but will have slightly different emphases:

9 *he has blown his reputation for competence* would be more likely to be used if Jon was conveying news to Ed, rather than simply stating a fact.

10 *what have you done?* would be preferred if Ed wants to emphasize what has been achieved so far, rather than what is in progress.

RECORDING SCRIPT

- 1.04**
- Ed: So, what have you been up to since I last saw you?
- Jon: Oh, hasn't anyone told you? I have decided to go for promotion. You know, for the new area manager job.
- Ed: Great! What exactly would you be doing in the new job?
- Jon: Well, you need to be quite flexible as there's a lot of travel involved – in fact the responsibilities cover six different countries.
- Ed: That'll suit you down to the ground – you have always got out and about a lot I seem to remember. By the way, you know Jacob is going for it as well?
- Jon: No, but I'm not threatened – he blew his reputation for competence over that lost documents episode.
- Ed: OK, but what have you been doing to make sure you actually get the job?
- Jon: Well, by the end of the week I will have worked out my interview strategy and there's no question they can ask me I can't answer.
- Ed: Aren't you being a bit over-confident, or should that be arrogant?
- Jon: We'll see. Drinks are on me if I get it.
- Ed: Deal.

Speaking

2 Tell students they are going to interview their partners. Give them a few minutes to note down some ideas before the interviews. Put the following on the board:
My career, education and training.
What I've done over the past five years.
What I've achieved over the past five years.
What I'll be doing in the near future.
 Ask students to make notes about themselves. Then give them a few minutes to interview each other. Monitor and note any language points for correction.

Using the passive

3 Check students understand the differences between active and passive voices. You could provide a few samples of each and ask students to identify which are active and which passive (e.g., *They cut my pay.* / *My pay was cut.*). You may also want to elicit / pre-teach the meanings of the following words from the text: *to target* (to choose or aim at), *to foster* (to encourage), *a scenario* (an imaginary situation). *Scenario* could also be drilled for pronunciation. Ask students to quickly read through the handwritten note and find answers to the following questions:
How long ago was the initiative launched? (six months ago)
How well rated is it? (highly)
How do the workshops usually begin? (with a scenario)
 Now ask students to read the notes again and to highlight or underline all the instances of passive and active verb forms. Then ask them to compare in pairs before taking whole-class feedback. You may find it useful to have the text on an OHT or IWB so you can highlight the verbs. Explain to students that they are to re-write the notes into an official company document, beginning as in the example on page 8. Give students plenty of time to complete this exercise, but be sure to set a time limit. Monitor to provide help and guidance where needed, making a note of language points that cause particular difficulty. When students have written their documents, have them compare their answers in pairs.

4 Put the list of reasons provided in exercise 4 on the board. Read through them with students and explain the task. Give students a few minutes to discuss their choices of active and passive. Monitor to check progress.
 As a final stage, display the suggested solution below on an OHP or IWB for students to compare with their own answers. Ask students to look again to the list of reasons in exercise 4 and match them to the numbered items in the model text.

SUGGESTED ANSWERS:

The Personal Development Initiative (PDI) was launched six months ago, and was / is targeted at those employees perceived to be most in need of inter-personal skills training. The PDI has been rated highly. The PDI covers all the areas of confidence-building, fostering team spirit, strategies for dealing with difficult clients, and self-awareness. A typical workshop starts with a secret role or scenario written on a piece of paper, which has to be memorized and then thrown away. The first participant then acts out the scenario while the second person guesses what it is. Partners change and the exercise continues. Finally the participants have to relate the given scenario to a particular event in their recent working life. We want to avoid mentioning who did the action = *perceived* (reduced form, auxiliary omitted)
 It is unimportant, or unnecessary, to say who did the action = *was launched, was / is targeted, has been rated, has to be memorized, thrown away*
 The subject of the sentence is extremely long, so the active sounds better because it puts the long material at the end = *covers*
 There is no reason to use the passive, so the active is better = *acts out, guesses, change*

Tense, aspect and voice

5 Dictate the following sentence to the class and ask students to write it down.
In a hierarchy every employee tends to rise to his or her level of incompetence.
 Get students to check in pairs and then elicit the sentence from the students, writing it on the board. Check spelling and drill pronunciation and stress of *hierarchy* and *hierarchical*. Get students to discuss the quote and its meaning and how true they think it is.
 Finally, tell students this theory was formulated by Dr J. Peter and Raymond Hull in a humorous book called *The Peter Principle* (1968). In a nutshell, what this means is that people are promoted so long as they work competently, until they reach a position at which they are no longer competent. And there they stay.
 Pre-teach or elicit the following words: *actuality* (reality), *flawed* (imperfect), *aptitude* (natural ability), *criteria* (standards to judge something by).
 The gapped text may be set for homework or used as a consolidation of the previous exercise on tense, voice and aspect. If students do this task in class, set a time limit and give students time to compare their answers in pairs.

ANSWERS:

1 worked	2 was published	3 are	4 be considered
5 are clearly being made	6 are based	7 is	
8 is not actually doing	9 is based	10 not only gain	
11 remains	12 may be summarized		
13 are required to carry them out	14 may then be placed		
15 are best suited			

Internet research

As well as searching for *the Peter Principle*, you might like to suggest to your students that they search for *the Dilbert Principle*, which refers to a 1990s satirical observation by Dilbert cartoonist Scott Adams, stating that companies tend to promote their most incompetent employees to management in an attempt to limit the amount of damage they are capable of doing. Adams expanded his study of the Dilbert Principle in a book of the same name, which sold more than a million copies and was on the *New York Times* best-seller list for more than 40 weeks. Students would undoubtedly enjoy reading about this on the Internet.

1.3 Vocabulary

Behavioural competencies and setting goals

This module focuses on the vocabulary of behavioural competency and provides opportunities for vocabulary building and using vocabulary in context.

Behavioural competencies

1 Ask students to discuss what the difficulties would be of managing a rock group on tour. Take whole-class feedback.

2 Copy the four headings from the table onto the board and ask students to copy the headings onto note paper. Tell students you are going to dictate a set of behavioural competencies and that they should write them into the appropriate column. Dictate the list of words. Once finished, let students compare their answers in pairs. Go through answers as a class.

ANSWERS:

Team working	Managing and developing yourself	Customer service	Problem solving
effective communication, holding people accountable, leadership	flexibility, networking, self-awareness, self-development, time management	client focus, intercultural competence, results orientation	analytical thinking, decision making, innovation, managing change

3 Ask students to read through the graded sentences and to put the five words into the appropriate spaces, changing the form as necessary. Get students to check in pairs before going through the answers. Then ask them to think about which competencies these definitions match. You may like to point out that students can look for synonyms / repeated vocabulary to help them in this task, e.g. *analysis / analytical thinking* and *customers / client focus*.

ANSWERS:

1 analysis 2 communication 3 priority 4 unexpected
5 application

Matching competencies:

1 analytical thinking 2 effective communication
3 client focus 4 flexibility 5 self-development


EXTENSION ACTIVITY

Get students to write the adjective and noun forms of each of the five verbs into a table, e.g.

v	adj	n
analyze	analytical	analysis
apply	applicable	application
communicate	communicative	communication
expect	expected	expectation
prioritize	prioritized	priority

Once the answers have been checked, drill the words, paying particular attention to the varying stress patterns.

Listening

4  **1.05** Pre-teach / elicit the following vocabulary: *to assert oneself* (to behave in a firm, confident way), *to get the upper hand* (idiom: to be in a controlling position), *to juggle* (to manage several different activities at the same time), *insight* (the ability to see the true nature of a situation). Refer students back to the list of behavioural competencies in exercise 2. Ask them to listen to the performance appraisal and note down which of the competencies the speakers discuss. Give students a moment to discuss their answers in pairs before checking.

ANSWER:

They discuss leadership and time management.

RECORDING SCRIPT

1.05

Jill: OK, Tony, let's move on. Have a look at the list of behavioural competencies. Which do think you've demonstrated over the last few months?

Tony: Well, this is the first time that I've had to co-ordinate a group of people. I've done a lot of work with my team over the last 6 months. This has all been quite new for me and it's been challenging but also really rewarding.

J: What aspects have you found particularly useful, or satisfying?

T: Well, organizing the promotional campaign for the European tour for the Bosnian group was a lot of fun. It was tough, but I felt we achieved a lot given that it was all quite last minute, and the musicians weren't easy, as you know.

J: Yes, OK. I think you had a lot of support from your colleagues on that, didn't you?

T: Yes, the team were great, working all hours, especially Hannah, who's so new to the job. I think she really rose to the challenge of dealing with the press.

J: That was good. She's doing well. How did you make sure she was given all the support she needed?

T: Well we had regular update meetings every week so that she could tell me about any problems or concerns she had. I also always made sure that I was available for her when she needed me; she found it really difficult in the beginning to assert herself and not let the journalists get the upper hand. She would often come to me and we would work together on what she was going to say to them.

J: Yes, that seems to have been a strategy that worked. Was there anything that you don't think you handled particularly well with regards to the Bosnian project?

T: In the beginning, as I said, it was all quite last minute – I was always so busy dealing with other stuff, you know, juggling all the other projects, that I found it really hard to plan ahead.

J: Can you think of a specific example?

T: Yes. The one that sticks in my mind the most was when I was trying to arrange the transport for the French leg of their tour. At one point I got so far behind that we almost had to rearrange a couple of their concert dates because I had forgotten to book their accommodation for the next town. Karla had to spend a lot of time on the phone calling hotels so that they had somewhere to stay. I dread to think where they might have ended up staying! It could have been really embarrassing.

J: Yes, I understand Tony. What do you think would help you in this ...?

5 Before playing the extract again, ask the pairs if they can remember any specific examples of leadership and time management that Tony mentions. Then play the extract again, asking them to note the examples given.

ANSWERS:

Leadership: He mentions organizing a promotional campaign for the European tour. He also mentions providing support for Hannah, a member of his team.

Time management: He talks about the time he was trying to arrange the transport for the French leg of a tour.

Setting goals

6 Before giving students the collocations exercise, ask them to read through the text and to guess what words might fit in the gaps. These do not have to be from the list of pairs, but can be students' own ideas. Elicit suggestions from the class. Next, ask students to match the pairs of collocations. Check their answers and check the meanings of the phrases. Now ask the students to fill the gapped text using the collocations.

ANSWERS:

1 clear guidelines 2 measurable objectives / targets
3 realistic targets / objectives 4 written record
5 valuable insight 6 performance appraisal

7 Pre-teach / elicit the following words: *astute* (showing good judgement), *up-front* (open and honest), *interim* (short-term). Next, ask students to read through the gapped text and to put the correct word form into each gap. With weaker groups this could be guided by asking students to decide which part of speech (adjective, noun, etc.) goes into each gap according to the context. It should then be a relatively easy matter for students to devise a correct form of the words. Note: the last item (non-committal) is challenging. You can help students by telling them it has a negative prefix, and also by writing the word on the board in phonemics.

ANSWERS:

1 successful 2 achievements 3 perception
4 evaluation 5 defensive 6 responsive 7 effectively
8 non-committal

8 In this exercise it is relatively straightforward for students to identify which objectives are 'specific', 'time-bound' and 'measurable', as there are clear definitions or quantities / periods of time. However, it is more difficult to tell which objectives are 'achievable' and 'realistic', so we have to assume that in Tony's context the objectives are indeed 'achievable' and 'realistic'.

Before doing the exercise, you might like to ask students to remind you of what SMART targets are.

Once students have identified the targets in the text, get them to check in pairs before taking whole-class feedback.

ANSWERS:

To finalize 80% (M) of promotional plans for artist publicity (S) eight weeks before any planned tour date begins (T).

To involve junior staff (S) in at least 50% (M, A) of arrangements.

To ensure publicity exposure (S) covers at least three different channels (print, radio, web, mail etc.) (M, R).

To update budgets (S) by the end of each quarter (T, R).

9 For this personalization activity, students are asked to make a list of three short-, medium- and long-term objectives. You could model the activity by telling students about your own short-, medium- and long-term objectives. You could put these on the board in the following way:

short-term medium-term long-term

1
2
3

Ask the class to ask you questions about your objectives and to tell you whether or not they think them realistic or idealistic. Outline, defend or alter your decisions accordingly. Now give the class a few minutes to note down their nine objectives. Then put them into groups of three to read, compare and discuss their lists.

Internet research

A web search will return a large number of websites with content on the topic of behavioural competencies, including authentic instances of the ways in which organizations apply the principles of behavioural competency in the workplace. You could ask your students to locate some specific examples of the ways in which companies apply these principles and to report back to the class.

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1.4 Management skills

Self-awareness and communication

This module focuses on adjectives to describe personality and promotes psychological self-awareness.

Discussion


1 In small groups, students brainstorm ways they can obtain feedback on their behaviour. You can probably start the ball rolling here by talking about the various methods used to give teachers feedback: peer-observation, Director of Studies' observation, end-of-course questionnaires, references, etc. Other prompts you could use to encourage discussion include interpreting people's reactions, getting feedback from supervisors, customer feedback forms, coaching, mentoring, appraisal interviews, reports, references, friends reporting what other people say, training sessions, recording yourself on video, personality tests and quizzes, asking people directly for their opinions.

2 Most of the adjectives here will probably be known to the students but a few are false friends so highlight these: *sensible* (not *sensitive*), *sympathetic* (not *easy to get on with*), *sentimental* (usually negative in English). Also, some could be drilled for pronunciation, e.g. *bold*, *proud*, *ingenious*, *knowledgeable*. Finally, some cause spelling problems. Ask students to cover their books and dictate the following words: *independent*, *ingenious*, *knowledgeable*, *self-conscious*, *spontaneous*, *religious*. Students compare their answers in pairs before checking.

Some students may be reluctant to choose adjectives for their partners, especially if they are relatively unknown to each other but, if the atmosphere is kept light-hearted and there is an understanding that first impressions can be misleading, a lot of fun can be derived from the activity. You can demonstrate the activity by choosing a student you know quite well and encouraging him / her to choose six adjectives to describe you. You can then select your own set of adjectives which you feel describe you.

3 Draw the Johari window on the board. Demonstrate the three stages of this part of the activity with the adjectives previously elicited from the student you chose in exercise 2. Make clear that the students must write their adjectives in the spaces in the Johari boxes, not next to the numbers, as these spaces will be used in the listening activity. Students may like to copy the boxes onto a separate sheet of paper to allow more room for all the relevant adjectives.

Listening

4  1.06 You might like to pre-teach *pane* and *traits* before beginning this exercise. Play the recording through once. Allow students to compare their answers in pairs before re-playing the recording and eliciting the correct answers.

ANSWERS:

1 you 2 you 3 others 4 others 5 Arena 6 Façade
7 Blind Spot 8 Unknown

RECORDING SCRIPT

1.06

The Johari window is so called because it was created by Joe and Harry – Joseph Luft and Harry Ingham, back in 1955 in the United States. It's a useful tool for helping people to reach a better understanding of their interpersonal communication and relationships. The window has two columns and two lines: the column on the left contains information which you know, and the column on the right, information which you don't know. Similarly, the top line contains information which other people know, and, as I'm sure you've already guessed, the bottom line has things which others don't know. Has everybody got that? Good.

So, that means that the window has four panes, which each tell us something about ourselves. The pane on the top left is called the Arena. It tells us things about ourselves which are public knowledge; things that you know and that other people know. The pane on the bottom left contains things that you know, but that others don't know. It's called the Façade, because other people's perceptions of you are incomplete if you choose not to share certain information about yourself.

Now you can probably work the last two out for yourselves. The last two panes are called the Blind Spot and the Unknown. The Blind Spot, as its name suggests, covers the things which other people see but we ourselves are blind to. Asking other people for feedback can help us reduce our Blind Spot. The Unknown, obviously, covers the things nobody knows, your hidden talents and undiscovered potential. The remaining adjectives that neither you nor your partner chose in the previous exercise either do not describe your personality, or perhaps describe traits of your character which nobody has discovered yet.

Discussion


5 Students should be encouraged to use the phrases provided when discussing the accuracy of the Johari windows, perhaps with a different partner.

6 Elicit from the class what each of the largest panes in the window is called and therefore what psychological implications this might have if it was larger than the others. They can discuss this in pairs as you monitor and offer prompts as necessary. They then say which manager would be the best to work for. Students can go on to discuss their experiences of good or poor management. If all or the majority of your class have yet to start work, they can discuss the best or worst teachers they have had.

SUGGESTED ANSWERS:

- 1 A large Blind Spot suggests a manager who does not listen to other people's ideas or feedback. He / She may be perceived as arrogant or authoritarian.
- 2 A large Façade suggests a manager who is reluctant to disclose his / her own ideas and feelings. He / She may be perceived as defensive and indecisive.
- 3 A large Unknown suggests a manager who does not communicate his / her own ideas nor shows interest in those of others. He / She may be perceived as unimaginative and bureaucratic.
- 4 A large Arena suggests a manager who shares his / her own ideas and feelings and listens carefully to those of others. He / She may be perceived as open and objective.

Listening

7  1.07–1.11 Students listen to two people playing the Truth game and try to decide which questions they are discussing. You could elicit the meaning of *megabucks* (huge sums of money) in the last part of the recording. Play the recording all the way through the first time, then play it again section by section and elicit answers from the class.

ANSWERS:

- 1 How do you react under pressure?
- 2 How do you cope with failure?
- 3 How motivating is money for you?
- 4 What would you like to change about yourself?
- 5 What do you see yourself doing in ten years' time?

RECORDING SCRIPT

 1.07–1.11

1

A: OK, Shall I have a go at this?

B: Be my guest.

A: Well, I have to confess that I sometimes tend to panic, you know, if it all becomes too much. I get very stressed out.

B: You're kidding! You always seem so cool, calm and collected!

2

A: Would you like to take this one?

B: Sure. But, frankly, I'm more used to success. Hmm. How do I cope? I've never really thought it about it that much; let me see ...

3

A: How motivating is it? I haven't the slightest idea! I've never had enough to tell!

B: Mm. Personally, if I'm totally honest with myself, I'd have to say, very.

A: It can't buy you love!

B: No, it can't. But it does make the world go round, doesn't it?

4

A: OK, your turn.

B: I'll pass on this one, if you don't mind.

A: No, of course not. Hm. What don't I like about myself? That's not easy to answer.

B: Let's leave that one, shall we?

A: Yeah, good idea.

5

A: Wow, that's a long way in the future! I honestly haven't got a clue! How about you?

B: I'm not sure. If you really pushed me, I suppose I'd say I hope I'll be working for a large company, a multinational, perhaps somewhere abroad ...

A: ... and earning megabucks!

B: Am I really so transparent?

8 Students order the jumbled sentences, compare in pairs, then listen a final time before checking their answers as a whole class. Elicit the correct answers and put them on the board.

ANSWERS:

- 1 Shall I have a go at this?
- 2 I have to confess that ...
- 3 Would you like to take this one?
- 4 I've never really thought about it that much.
- 5 I haven't the slightest idea!
- 6 If I'm totally honest with myself, I'd have to say ...
- 7 I'll pass on this one, if you don't mind.
- 8 Let's leave that one, shall we?
- 9 I honestly haven't got a clue!
- 10 If you really pushed me, I suppose I'd say ...

9 Students match the expressions to their various functions.

ANSWERS:

- a) 1, 3 b) 2, 6 c) 4, 10 d) 5, 9 e) 7, 8

Truth game

10 Students change partners and play the Truth game in pairs. Assign a different colour to each pair, going clockwise around the board. The pairs discuss each question and then the question in the middle of the board.

Encourage students to speak as much as possible and to ask follow-up questions to draw out as much information from their partner as possible. At this stage you could discreetly monitor and provide on-the-spot extra help or correction. Alternatively, you could save any corrections for post-discussion remedial work.

11 With their new partners, students repeat the Johari activity and see if, since playing the Truth game, there have been any significant changes in their windows

Internet research

An Internet search using the keywords *Nohari window* will provide an interesting, if somewhat negative, variation on the concept of the Johari window. Obviously, there are a lot of risks involved with encouraging the students to do this much more negative version of the activity. However, the negative adjectives associated with this version of the window will probably be less familiar than the positive ones, so this provides an excellent vocabulary-building opportunity. Also, as student interest will undoubtedly be high, meanings can be clarified and students can at least discuss with a partner which faults they would ascribe to themselves.

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Sample marketing text © Macmillan Publishers LTD

1.5 Writing

Job descriptions

This module provides practice in using the appropriate grammar and vocabulary for writing job descriptions.

Discussion

1 Ask students to read through the rubric and highlight the name of the company, the company's business sector and the job they are recruiting for. Elicit the answers.

Write the following on the board:

Design Team Leader
qualifications:
experience:
competencies:

Give students a few minutes to jot down their ideas and to compare in pairs. Elicit suggestions and put them on the board. At this stage you could turn students' attention to the list of competencies, qualifications and experience from the person specification, exercise 5, page 15 of the Student's Book. Tip: a Google search for *Design Team Leader + essential qualifications* is an excellent source of suggested qualifications required for this type of role.

Reading

2 Draw students' attention to the job description and headings. You may need to explain that *Standards* refers to *Standards or criteria of work*. Ask them to match the headings to the relevant sections labelled A–G. Students check in pairs. Elicit answers and put them on the board.

ANSWERS:

A Job Title B Job Type C Salary D Line manager
 E Job Aims F Duty / (ies) G Standard(s)

EXTENSION ACTIVITY

As a brief extension at this point, you could ask students a few questions about the job description, e.g. *Who does the Team Leader report to?* (Deepak Mehta, Creative Director); *What size budget will he / she manage?* (€200,000); *What proportion of his / her duties involve training and conferences?* (10%).

Prepositional phrases

3 Write the prepositions on the board and draw students' attention to the gaps a–g in the job description. Give students a couple of minutes to complete the gapped phrases and check their answers in pairs. Elicit answers and put them on the board.

ANSWERS:

(a) on (b) to (c) in (d) in (e) by (f) in (g) within

EXTENSION ACTIVITY

As a very quick extension activity, write the phrases on the board, erase the prepositions and spot-test students. Alternatively, students can test each other in pairs.

4 An alternative way of doing this matching exercise is to put the phrases onto pairs of cards, e.g.

as set out in	in accordance with
---------------	--------------------

Students then work in pairs to match the items. Elicit answers and put them on the board.

ANSWERS:

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

EXTENSION ACTIVITY

As a quick extension activity, students can test each other in pairs. For example:

A: *Which phrase means as set out in?*
 B: *In accordance with.*

5 Check students understand the meaning of *desirable* (useful but not essential) in relation to person specifications. Draw the class's attention to the list of competencies, qualifications and experience and ask them to note which characteristics they think are essential, desirable and not necessary. Then ask them to match each person specification with the corresponding duty or standard on the job description. In order to do this they will need to look back at the job description on the previous page.

SUGGESTED ANSWERS:

E = essential, D = desirable
 Financial management skills: E; 5
 Customer service orientation: E; 1, 2, 4, 5, 6
 Leading a team: E; 4, 6,
 Achievement: E; 1, 2, 3, 4, 5
 Analytical thinking: D; 1, 2, 4
 Flexibility: D; 1, 2, 4
 Self-awareness: E; 1, 2, 4, 6
 Degree or equivalent in Graphic design: E; 1, 2, 4
 Knowledge of English, French and one non-European language: D; 1, 6
 Two years' previous experience in a design department: E; 1, 2, 4

Analysis

3 You could display the box of guidelines using an OHP or an IWB in order to clarify the task and as a useful way of conducting feedback. Ask students to read the job description again and to check which guidelines are true and which false. Ask them to pick out further examples from the text in support of their answers.

ANSWERS:

1 True
 2 False: the present tense and infinitive are usually used
 3 True
 4 False: unless needed, omit articles
 5 True
 6 True

Writing

7 Ask students to quickly read through the rubric and the text. Put the following questions on the board:
What type of company is Himalayan Heights Inc.? (A travel / tour company)
What are the three main duties of the job? (arranging flights; managing finances; training and supervising staff)
 Ask students to answer the questions as orientation to the text. Now explain that students should rewrite the job description using the language guidelines and model job description. Set a time limit for this. Monitor, helping students with the task instructions and language points. You might find it helpful to give students a skeleton job description to fill in, e.g.

Himalayan Heights Inc. Job description / Person specification			
Job title:	Bookings clerk	Department:	Flight department
Duties:		Standards:	

Students' written work can be collected and used for post-correction and feedback.

SUGGESTED ANSWER:

Duty: 1 (60%) To arrange, book and confirm clients' transport (flights, transfers) both on the phone, over the Internet and in person.
Standard: All flight requests are dealt with within 24 hrs (Internet), or immediately (phone, in person). Clients are provided with all details in writing, and tickets / vouchers where appropriate.
Duty: 2 To manage all financial transactions. Analysis of financial data, ensuring efficient use of resources. Performing projections relating to business travel trends.
Standard: Fully informing the accounts department to keep them up to date. Correctly submitting the accounts and reconciling them on a monthly basis.
Duty 3: Training and supervising staff in marketing, delegating and determining workloads. Evaluation of staff performance.
Standard: Part time staff give positive feedback and continue to work for HH Inc. in subsequent peak periods. Feedback they receive from clients is 80% positive.

Internet research

There is a large number of websites offering advice on how to write an effective job description. Two tasks that students could be asked to do are to read some websites on the topic and:

- 1 make a list of DOs and DON'Ts for writing job descriptions;
- 2 collate the essential elements to include in job descriptions.

1.6 Case study

The glass ceiling

This module raises awareness of the issue of sexual discrimination in the workplace and provides opportunities for extensive oral fluency practice on this topic.

Discussion

1 Direct students' attention to the visual and try to elicit the phrase *the glass ceiling* and its meaning (an invisible barrier that prevents women, racial minorities, gay people and the disabled getting to the top). Hillary Clinton said in her speech to endorse Barak Obama for president: 'And although we weren't able to shatter that highest, hardest glass ceiling this time, thanks to you, it's got about 18 million cracks in it.'

Reading


2 Before reading, point out the visual of Gemma and elicit speculation about her character. Then explain that the class will read information about this employee from the company's personnel file. You could also highlight the difference in meaning and pronunciation between *personnel* and *personal* here. You could read the text aloud to the class in an appropriately formal style. Draw a large blank Johari window on the board and ask students to copy it so that it fills a sheet of A4. Then have students answer the questions and compare their answers in pairs, before taking whole-class feedback.

ANSWERS:

- 1 strengths: a valuable and dependable member of her team, efficiency, outgoing, strong communication skills, keen to take the initiative, ambitious
 weaknesses: tendency to overreach her authority and to favour unconventional methods, lack of maturity
- 2 she lacks a formal marketing and management background
- 3 she is aware of the difficulties of reconciling the care of her four-year-old daughter with an inevitably heavy travel schedule, she does not appear to realize that that SEVS has never employed a woman as a Marketing Manager
- 4 See Johari window below. Note: two of the points from her personnel file go into the Blind Spot box. The others from this first reading go into her Arena box. This should be agreed by the whole class before continuing.

	Gemma knows	Gemma doesn't know
others know	Arena <ul style="list-style-type: none"> • valuable and dependable team member • efficient, outgoing, strong communication skills, keen to take initiative, ambitious • tendency to overreach her authority and to favour unconventional methods • lacks a formal marketing and management background • disappointed about not getting the job 	Blind Spot <ul style="list-style-type: none"> • lack of maturity • SEVS has never employed a woman as a Marketing Manager
others don't know	Façade	Unknown

Listening

3  1.12 Play the first recording through once and get students to note down the key points, compare with a partner and build up the Johari window. Note: *take the initiative* in the recording is paraphrased as *she's a self-starter*. Play the recording through a second time to give students an opportunity to add to or modify their answers.

ANSWERS:

	Gemma knows	Gemma doesn't know
others know	Arena <ul style="list-style-type: none"> valuable and dependable team member efficient, outgoing, strong communication skills, keen to take the initiative, ambitious tendency to overreach her authority and to favour unconventional methods lacks a formal marketing and management background disappointed about not getting the job 	Blind Spot <ul style="list-style-type: none"> lack of maturity SEVS has never employed a woman as a Marketing Manager if she was a man, they'd be begging her to take the job the boss will never agree doing an MBA won't make any difference at SEVS she tends to rush into things she's not always very patient very intuitive but not always very logical
others don't know	Façade	Unknown <ul style="list-style-type: none"> is she really ready? has she got what it takes to fight the system? does she really want her career badly enough?

RECORDING SCRIPT

 1.12

Ruben: So how is Gemma taking it?

Steve: Well, not great. She's pretty angry, to be perfectly honest. I mean, let's face it, what else does she have to do to get the job? If she was a man, we'd be on our knees begging her to take it!

R: Steve, you know as well as I do that the boss will never agree to a woman Marketing Manager. You can sing Gemma's praises as much as you like, but you're not going to change his mind.

S: So even if she does the MBA, you reckon it won't make any difference?

R: 'Fraid not; not here, anyway. But between you and me, I wonder if she's really ready.

S: Why not? You said yourself it would give her the marketing know-how she needs.

R: Yeah, it's not that. I just feel she lacks maturity – you know, the way she tends to rush into things. I know you Americans are obsessed with efficiency, but there are limits!

S: That's a little below the belt, isn't it Ruben? Anyway, she's half Spanish, as you well know! OK, I agree, she's a self-starter, and she's not always very patient. But she's very intuitive: when she knows she's found the right solution, she just goes for it!

R: Intuitive, yes ... but not always very logical. I'm not sure how well she really thinks things through. You've got to be able to argue your case on an MBA – it'd certainly take her out of her comfort zone. But at the end of the day, I'm not convinced she has what it takes to fight the system here

in Spain. Does she really want her career badly enough to do an MBA? It's going to be tough. I just feel she might be happier if she accepted the situation and made her family her priority, rather than banging her head against a brick wall.

S: Well, I don't know, and I'm not sure she does – although she certainly seems to have plenty of self-belief ... There's only one way to find out, and I for one will be backing her to do the MBA. I think she could surprise us all.

R: Well, I certainly wouldn't stand in her way. If that's what she wants to do, she deserves her chance – even though it may mean we lose her sooner rather than later. But I still think at the end of the day, she'll back down.

S: Hmm.

Reading

4 Students read through the email and add further notes to the Johari window. Monitor and check. Give students time to compare their notes in pairs before building up the Johari window on the board.

ANSWERS:

	Gemma knows	Gemma doesn't know
others know	Arena <ul style="list-style-type: none"> valuable and dependable team member efficient, outgoing, strong communication skills, keen to take the initiative, ambitious tendency to overreach her authority and to favour unconventional methods lacks a formal marketing and management background disappointed about not getting the job 	Blind Spot <ul style="list-style-type: none"> lack of maturity SEVS has never employed a woman as a Marketing Manager if she was a man, they'd be begging her to take the job the boss will never agree doing an MBA won't make any difference at SEVS she tends to rush into things she's not always very patient very intuitive but not always very logical
others don't know	Façade <ul style="list-style-type: none"> having doubts about whether she's good enough to do the MBA not as ambitious as others think tense and irritable at the moment not the most organized person in the world has been headhunted for job in Sweden misses her parents 	Unknown <ul style="list-style-type: none"> is she really ready? has she got what it takes to fight the system? does she really want her career badly enough?

Discussion

5 Students make a note of Gemma's career options at this point. You could help by suggesting she has four options.

SUGGESTED ANSWERS:

Option	Pros	Cons
1 stay in present job and keep trying to get promotion	her work is appreciated; she could take time to gain maturity	little or no chance of promotion
2 do the MBA	an MBA would enhance her prospects	Still little chance of promotion at SEVS. Hard work, and she might fail and look stupid.
3 move to Sweden	good job and better prospects	husband would be unhappy
4 work part-time	husband would be happy	she would have to leave SEVS and give up hopes of getting into management

Listening

6 1.13 Play the recording through once or twice.

ANSWERS:

- Gemma is very disappointed about not getting the job. She's not always very patient, and is tense and irritable at the moment. She has been head hunted for a job in Sweden.
- See Johari window below.

	Gemma knows	Gemma doesn't know
others know	<p>Arena</p> <ul style="list-style-type: none"> valuable and dependable team member efficient, outgoing, strong communication skills, keen to take the initiative, ambitious tendency to overreach her authority and to favour unconventional methods lacks a formal marketing and management background disappointed about not getting the job 	<p>Blind Spot</p> <ul style="list-style-type: none"> Lack of maturity SEVS has never employed a woman as a Marketing Manager if she was a man, they'd be begging her to take the job the boss will never agree doing an MBA won't make any difference at SEVS she tends to rush into things she's not always very patient very intuitive but not always very logical
others don't know	<p>Façade</p> <ul style="list-style-type: none"> having doubts about whether she's good enough to do the MBA not as ambitious as others think tense and irritable at the moment not the most organized person in the world has been headhunted for job in Sweden misses her parents she has always wanted a real career she's thinking about accepting the job in Sweden 	<p>Unknown</p> <ul style="list-style-type: none"> is she really ready? has she got what it takes to fight the system? does she really want her career badly enough?

3

Option	Pros	Cons
stop work and have a baby, move out into the country	husband would be happy	give up any ideas of a 'real' career

RECORDING SCRIPT

1.13

Xabi: Hi Gem! What's for dinner?

Gemma: Yes, I did have a good day at work, thank you, what about you?

X: Come on, Gemma, let's not go there, I'm starving, that's all – I didn't have time for lunch.

G: Well, I didn't have time to think about dinner. I've only just finished putting Nina to bed.

X: Well, is there something I can do to help?

G: You can make something if you want. I'm not hungry.

X: You're still upset about not making Marketing Manager, aren't you? Look, if the people at SEVS don't appreciate your talents, why not go somewhere else? I'm making good money now, you could go part-time, maybe do an MBA, or even stop work for a few years. We could move out into the country, you could spend more quality time with Nina.

G: Spend more quality time in the kitchen, you mean!

X: Gemma, you know that's not what I mean. Look – Nina's four already. Don't you think it's time we started thinking about giving her a little brother or sister?

G: Listen, Xabi, if you think I'm just going to stay at home and cook, clean and make babies, then you'd better think again! I've always wanted a real career, and I'm determined to have one!

X: Yes, but if SEVS won't promote you ...

G: Then I'll go elsewhere! In fact I've already had an extremely good offer I'm thinking about accepting.

X: You've had another job offer? Well, that's great – but why didn't you tell me?

G: Because I knew you wouldn't like it.

X: Come on Gemma, I admit I'd rather you spent more time at home, but if you've had a good offer, you know I'd never stand in the way of your career.

G: Really?

X: Really. So what is it?

G: It's Svenska Glastek: they've offered me a job as Marketing Manager in their automobile division; I could really go places with the Swedes, I mean, they practically invented equal opportunities!

X: Svenska Glastek? I didn't know they were in Spain.

G: They aren't. The job's in Stockholm.

X: Stockholm? Now, hold on, Gemma, I can't possibly move to Stockholm ...

G: See, I told you you wouldn't like it!

X: But my home's here in Seville – there's my career to think about, and my family, and my friends ...

G: Well, I've had it up to here with your career, your family and your friends! What about *my* career? You men are all the same! When are you going to start taking women seriously?

Discussion

7 Get students into groups of five, assign a role card to each and ask them to discuss the advice they should give to Gemma. Finally, hold an open-class discussion.

Internet research

Advise students that if they search using the terms "glass ceiling" + "statistics" they will get many interesting statistics and articles speculating on the reasons for the gender disparity at the highest levels.