

7

Change management

7.1 Theory: DICE theory

Learning outcomes

- Understand the DICE theory of successful change management.
- Learn idioms and the language of cohesion and referencing.
- Plan and evaluate change using the DICE formula.

“A leopard doesn’t change his spots.”
Anon.

Who says you
can’t change?

Introduction

- 1 How have you changed over the past five years? Which changes have been for the better? How did you make the changes?
- 2 What would you like to change about your job/study environment? What factors or people are stopping you making these changes?
- 3 What would you like to change about yourself in the future? Make a list of three things you want to change, and discuss the best way to achieve your goals.

Language focus 1: Idiomatic language



1 The following idioms and metaphors are underlined in the reading text which follows. Try to guess their meaning by matching them to their definitions. The first one has been done as an example.

Idiom

- 1 peter out
- 2 windows of opportunity
- 3 crave the limelight
- 4 take root
- 5 at the coal face
- 6 gut-wrenching
- 7 tackle the thorny issues
- 8 run into trouble

Definition

- a feel very uncomfortable
- b deal with difficult problems
- c the place where the hardest work is done
- d start to have problems
- e want to be the focus of attention
- f start to become established
- g chances/possibilities
- h slow down to a stop

2 Complete the following sentences using four of the idioms in exercise 1.

- 1 People in direct sales are working _____.
It is a really difficult job.
- 2 The rise in unemployment might mean that the economic recovery is starting to _____.
- 3 He loves all the attention. He really does _____.
- 4 Airline mergers traditionally _____ with pilots’ unions.

Reading: DICE theory – the hard side of change management

Business view

The article which follows is by Harold L. Sirkin, Perry Keenan and Alan Jackson, senior management consultants at The Boston Consulting Group.

1 The article says that two out of three initiatives to bring about change within an organisation fail. Why do you think this is? Before you read the article, predict which four of the factors from the list below you think are most relevant.

- 1 Staff are not fully consulted.
- 2 Senior managers do not communicate clearly.
- 3 Staff are frightened of change.
- 4 The change process is not reviewed regularly.
- 5 Change is forced upon staff.
- 6 The change project team lacks good enough people.
- 7 Top managers aren’t fully committed.
- 8 Staff need to make too much effort to make the changes.

Now read the first three paragraphs of the article (lines 1 to 17). Which are the four factors the authors describe in the text? Do they match your predictions?

2 Working in groups of four, read one section each of the main text (Student A: Duration, Student B: Integrity, Student C: Commitment, Student D: Effort). Then close your books and tell each other about what you have read, using some of the idioms underlined.

3 Now read the whole article. Are the following statements true or false?

- 1 Companies' assumptions about long projects are correct. (Duration)
- 2 Well-liked managers make good team leaders. (Integrity)
- 3 The most influential people are not always the most senior managers. (Commitment)
- 4 Change projects will probably fail if there is any increase in existing day-to-day workloads. (Effort)

The hard side of change management

When French novelist Jean-Baptiste Karr (1808–1890) wrote 'Plus ça change, plus c'est la même chose' ('The more things change, the more they stay the same'), he could have been writing about change management, as studies show that in most organisations, two out of three transformation initiatives fail.

Managing change is tough, but part of the problem is that there is little agreement on what factors most influence transformation initiatives. Ask five executives to name the one factor critical for the success of these programs, and you'll probably get five different answers.

We researched change programs in a study of 225 companies and found a consistent link between the outcomes (success or failure) of change programs and four hard factors: project duration, particularly the time between project reviews; performance integrity, or the capabilities of project teams; the commitment of both senior executives and the staff whom the change will affect the most; and the additional effort that employees must make to cope with the change. We called these variables the DICE factors because we could load them in favor of projects' success.

Duration

Companies make the mistake of worrying mostly about the time it will take to implement change programs. They assume that the longer an initiative carries on, the more likely it is to fail – the early momentum will peter out, windows of opportunity will close, objectives will be forgotten, key supporters will leave or lose their enthusiasm, and problems will accumulate. However, contrary to popular perception, our studies show that a long project that is reviewed frequently is more likely to succeed than a short project that isn't reviewed frequently.

1 _____

Integrity

By performance integrity, we mean the extent to which companies can rely on teams of managers, supervisors, and staff to execute change projects successfully. As the success of change programs depends on the quality of teams, companies must free up the best staff while making sure that day-to-day operations keep going.

Since project teams handle a wide range of activities, resources, pressures and unforeseen obstacles, they must be cohesive and well led. It's not enough for senior executives to ask people at the watercooler if a project team is doing well; they must clarify members' roles, commitments and accountability. They must choose the team leader and, most important, work out the team's composition.

2 _____

Executives often make the mistake of assuming that because someone is a good, well-liked manager, he or she will also make a decent team leader. 3 _____

Usually, good team leaders have problem-solving skills, are results oriented, are methodical in their approach but tolerate ambiguity, are willing to accept responsibility for decisions, and while being highly motivated, don't crave the limelight.

Commitment

Companies must boost the commitment of two different groups of people if they want change projects to take root. They must get visible backing from the most influential executives (what we call C1), who are not necessarily those with the top titles. And they must take into account the enthusiasm – or often, lack of it – of the people who must deal with the new systems, processes, or ways of working (C2).

Top-level commitment is vital to increasing commitment from those at the coal face. 4 _____

In one financial services firm, top management's commitment to a program that would reduce errors and slash costs was low because it meant people would lose their jobs. Senior executives found it gut-wrenching to talk about layoffs in an organisation that had prided itself on being a place where good people could find lifetime employment. However, the CEO realised that he needed to tackle the thorny issues around the layoffs to get the project implemented on schedule. He asked a senior company veteran to organise a series of speeches and meetings in order to provide consistent explanations for the layoffs, the timing, the consequences for job security, and so on. He also appointed a well-respected general manager to lead the change program. 5 _____

Effort

When companies launch transformation efforts, they frequently don't realise, or don't know how to deal with the fact, that employees are already busy with their day-to-day responsibilities. According to staffing tables, people in many businesses work 80-plus-hour weeks. If, on top of existing responsibilities, line managers and staff have to deal with changes to their work or to the systems they use, they will resist.

Project teams must calculate how much work employees will have to do beyond their existing responsibilities to change over to new processes. Ideally, no one's workload should increase more than 10%. Go beyond that, and the initiative will probably run into trouble. Resources will become overstretched and compromise either the change program or normal operations. 6 _____



Source: *Harvard Business Review*

Critical analysis

- 1 The term 'hard factors' refers to factors that you can measure or quantify. The DICE factors are seen by the authors as 'hard factors', but how easy do you think it really is to measure these four factors?
- 2 'Soft factors' refer to factors such as organisational cultures, leadership and motivation, and are generally seen as being very important for successful change management but very difficult to measure. How do you think it might be possible to measure them?

Language focus 2: Cohesion and referencing

Using cohesive and referencing words helps you produce language (written and spoken) that is properly joined together. Understanding the significance of these words helps you improve your reading and listening skills.

1 Match the two parts of the following sentences to explain how different cohesive and referencing words and phrases from the Reading article are used.

1 If you read the word <i>thus</i> , then	a the information will follow that names and contrasts these two groups.
2 If you read the phrase <i>that sounds reasonable, but</i> , then	b you know that named people's opinions were stated previously.
3 If you read the words <i>those actions</i> , then	c it will be followed by a consequence relating to the information mentioned previously.
4 If you read the words <i>they assume</i> , then	d the information that follows will contrast with the information mentioned before.
5 If you read the words <i>two different groups of people</i> , then	e you would expect to read something that contrasts with the valid point mentioned before.
6 If a sentence or clause starts with <i>however</i> , then	f you know the actions were mentioned before.

2 Look at the Reading text again and choose the best sentences below to fill the gaps 1–6 in the article. Use the information in the table to help you decide your answers.

- a If employees don't see that the company's leadership is backing a project, they're unlikely to change.
- b That sounds reasonable, but effective managers of the status quo aren't necessarily good at changing organisations.
- c Senior executives should personally interview people for the project team so that they can construct the right portfolio of skills, knowledge, and social networks.
- d Thus, the time between reviews is more critical for success than a project's lifespan.
- e Those actions reassured employees that the organisation would tackle the layoffs in a professional and humane fashion.
- f Employee morale will fall, and conflict may arise between teams and line staff.

3 Complete the following sentences about change management.

- 1 Change which involves laying off staff will always be resisted. Thus ...
- 2 There are two different types of factor which change managers can focus on: ...
- 3 A company that refuses to change will die. That sounds reasonable, but ...

Output: Planning and evaluating change using DICE theory

In small groups, choose one of the following:

- At college or university – introduce a new form of course assessment **or** a new study timetable.
- At work – introduce a new form of job assessment **or** system of working hours.

Stage 1

You are course directors or senior managers for your organisation. Agree what you need to do to make sure your change project is successful by discussing the questions in the table on pages 139–40. Make notes when you answer the questions.

Stage 2

Present your change plans to another team. One team presents while the other team evaluates their chances of success by completing the table for the five factors indicated.

Use the following marking scale to judge how good the project team's plan is for each of the five factors:

1 = Excellent 2 = Good 3 = Satisfactory 4 = Unsatisfactory

Stage 3

As a group, compare your marks for the five factors in the table and agree on your evaluation for the other team. Then calculate their DICE score using the following formula:

DICE score = D + (2 × I) + (2 × C1) + C2 + E

Tell the other team the DICE score you have agreed on. Then look at page 140 to see whether your change plan is likely to be successful or not.

7.2 Practice: Implementing change

Learning outcomes

- Understand how change can be implemented in a company.
- Persuade staff of the need to change.
- Use and contrast the present perfect and present perfect continuous.

Profile: Laird Technologies Beijing

Laird Technologies Beijing is a subsidiary of the UK multinational Laird PLC, one of the world's largest manufacturers of mobile phone parts. For example, every day it produces one million phone antennae. Its largest customer is Nokia. After starting production in Beijing in 2001 with just four people, it now has a factory in Beijing employing 4,000 people, which accounts for 23% of the parent company's total sales revenue.



Listening 1: An overview of the interview

Business view



Charlie Peppiatt was General Manager of Laird Technologies Beijing from 2006 to 2009. He has managed operations and change in Europe, the US and China, and he is now Vice-President of Global Operations of Laird PLC.

Introduction

1 What have been the biggest changes in your lifetime in your country?

2 Being open to and ready to implement change is seen as one of the key qualities of a successful manager. Why is this? What types of change might be required?

3 You are going to listen to an interview in which Charlie Peppiatt of Laird PLC discusses five steps for successful change management. Which of the steps below do you think is not one of these five?

- Develop a blame-free culture.
- Maintain the respect and self-confidence of others.
- Focus on team-working.
- Punish those workers who make mistakes.
- Reward people who get things done.
- Managers should set the right example.

4 Choose one step from the list above that you think is very important. Why do you think it is so important?

1.36

Listen to four extracts (A–D) from the interview about managing change with Charlie Peppiatt. Match these summaries to the four extracts.

- 1 Importance of change from a manager's viewpoint
- 2 Resistance to change within the company
- 3 Successfully overcoming resistance to change
- 4 Different cultural attitudes to change

☐
☐
☐
☐

Listening 2: Dealing with resistors to change

1.37

Listen to the recording and answer the questions.

- 1 According to Charlie Peppiatt, how should an organisation approach the problem of resistance to change?
- 2 How many people in a well-managed company will be resistant to change?

Listening 3: Successfully implementing change

1.38

Listen to the recording and answer the questions.

- 1 What does Charlie Peppiatt say about customers?
- 2 How did he establish some basic principles in the Laird Beijing factory?

Transferable skill: Non-verbal communication

Charlie Peppiatt says that, when in international meetings, 'You need to be far more observant of people's body language, almost of what they're not saying as well as what they are saying.'

- 1 What types of non-verbal communication (NVC) can you think of?
- 2 Why do you think it is important to be aware of different forms of non-verbal communication in different cultures?
- 3 Look at the pictures. What do you think the orang-utans are communicating? Are you sure? One of the biggest problems in intercultural communication is that the speaker's intended meaning may not be interpreted as intended by the listener. Why is this a problem, and why do you think it often happens with NVC?

4 In pairs, count all the different facial gestures you use in your first language(s). Compare with another pair, and discuss any different facial gestures that you know are used in other cultures.

5 Look at this list of different types of NVC:

facial expressions hand gestures head movements
body movements eye contact distance between speakers
touching kissing bowing shaking hands

Think of an example of each one that conveys meaning. Then, in pairs, try to communicate a message to your partner without saying anything, using as many types of NVC from the list as you can. Next, ask your partner an open question (where the answer is not yes or no), which they have to answer using NVC.

6 Are any types of NVC taboo in your culture? Do you know of any NVC taboos in other cultures? Why is such information important in international business?

Critical analysis

Charlie Peppiatt says in the interview that managers should be 'hard on the issue, fair on the person'. In what circumstances do you think managers should be 'hard on the person'? What would this mean in practice? Have you ever had to be 'hard on a person', either at work or in a school or university team or group?

Language focus: Present perfect simple and present perfect continuous



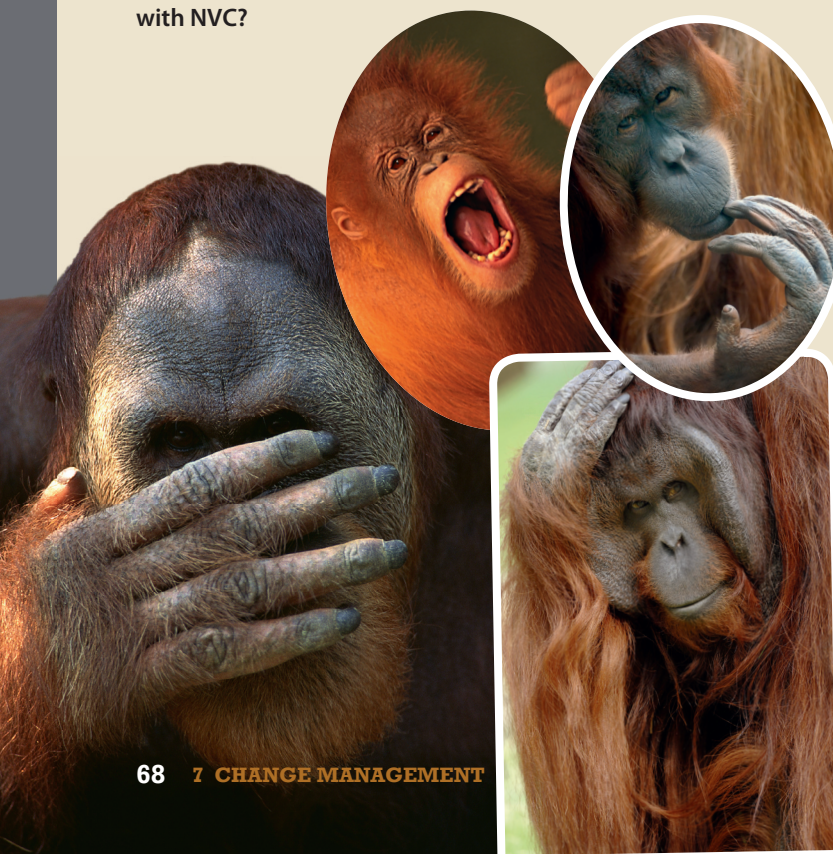
1 Look at these two sentences. The first sentence uses the present perfect simple and the second uses the present perfect continuous.

- Charlie Peppiatt **has managed** operations and change in Europe, the US and China.
- The Board **has been working** on establishing a set of core values for the group.

Both of these tenses can refer to events and situations in the past that have results in the present. However, there are differences. Which tense cannot be used about a single action? Which tense is used to focus on a result?

2 Look at the following points. Are they applicable to one or both tenses?

- a Used to talk about past time
- b Usually used to talk about the length of time
- c To emphasise completion of an action
- d To emphasise the situation is continuing now
- e To show that the past action is still relevant
- f Usually used to ask about amount (not time)



3 Match the points in exercise 2 with these sentences.
Some of the points can be applied to more than one sentence.

- 1 They have been looking for a new location for the factory for ages.
- 2 How many spaces have we booked?
- 3 She's given me her mobile number, so I can call her.
- 4 I would prefer Dell because I've worked with Dell.
- 5 He's been working on the project for six weeks.
- 6 I've finished writing the report.

4 Look at the sentence below. Which tense refers to a single action, and which refers to a repeated action?

- They've been buying cranes from us for five years and have never ever paid a carriage charge.

5 Make similar sentences to the example above using these prompts.

- 1 come here / years ... no problem
- 2 shop there / 2009 ... manager / once
- 3 buy products / child ... single complaint

6 How could you say the following using either the present perfect simple or present perfect continuous?

- 1 ask the length of time of an employee's career in a company
- 2 ask the number of items produced by an employee since last week
- 3 say the employee received three complaints since last month
- 4 ask the number of sick days taken by the employee in the past six months
- 5 say the company started losing money last year, and it still is

Output: Improving performance

Imagine you work for a company where the team productivity levels have been low, and you have also had the following problems:

- Staff have taken a high number of sick days over the last year.
- There has been a high turnover of staff for the past two years.
- Productivity is low on Monday mornings and Friday afternoons.
- The quality of the product is inconsistent and high numbers of faults have been found.
- Staff do not greet customers in a friendly way.

Stage 1

Work in small groups. Brainstorm possible reasons for these problems and possible solutions.

Stage 2

Half of each group are the production team and half are the managers of the team. Have a meeting to discuss why some of these problems have happened, and how changes can be made to solve them.

Stage 3

After one month, the senior management reports that the changes have not happened. Discuss what the managers should do to improve the situation.

Laird Technologies Beijing



7.3 Skills: External negotiating

Learning outcomes

- Negotiate with people from other companies.
- Structure spoken language in face-to-face negotiations and meetings.
- Discuss complaints at work.

Introduction

- 1 Would you describe yourself as someone who complains a lot or very little? What or who do you often complain about? Who do you complain to?
- 2 Look at the following list of customer complaints. In pairs, put them in order in terms of the size of the problem. Then discuss what you think the company should do about each one.

- a Customers have complained that several of your sales staff are rude to them.
- b Many customers say your products are not as fashionable as they used to be.
- c One manager was seen sleeping at his desk by a customer.
- d You receive many complaints about the high price of your products.
- e Customers have said your shops open too late in the morning.
- f A group of customers is taking your company to court about product reliability.

- 3 In pairs, choose one of the above situations and have a mini-role play: Student A is the customer and Student B is a concerned and apologetic manager.

Intercultural analysis

Whether people apologise or not can vary according to culture, as well as personality. In your culture, do you think people would apologise in the following situations? Why/Why not?

- You crash your car, but it isn't clear whose fault it is.
- You accidentally bang into someone on a crowded train.
- You are late for work because the train was delayed.
- You lose a client at work because you made a mistake.



Listening 1: Complaints



1.39

You are going to listen to a negotiation between two multinational pharmaceutical companies (First Pharma, based in Germany, and ABC Pharmaceuticals, from the UK). First Pharma will start to produce and distribute ABC's products from this year. They are talking about the issue of complaints, and how responsibility for complaints is recorded in reports. The participants are Ada from First Pharma and Giles and Helen from ABC Pharmaceuticals.

Listen to the first part of the meeting and answer the following questions.

- 1 How many complaints have been made?
- 2 What is a 'stock out'?

Listening 2: Discussing the complaints procedure



1.40

Listen to the next part of the meeting and answer the following questions.

- 1 Does Ada from First Pharma agree or disagree with the way 'stock out' complaints are described in the report?
- 2 What is Giles's reaction?

Listening 3: Compliance complaints



1.41

Listen to the final part of the meeting and answer the following questions.

1 Does Ada from First Pharma agree or disagree with the way the compliance complaints are described in the report?

2 Why do you think Giles agrees with Ada here?

Language focus: Organising spoken language – head, body, tail



Spoken language and written language are different: writers make sentences, but speakers take turns. The structure of sentences and turns can also be different.

1 Look at the examples of spoken language below and divide each sentence into three parts.

- But the figures are already in a database anyway, aren't they?
- So, the document will have a final review before it's sent, you mean?

2 This pattern can be called HBT (head, body, tail). Not all spoken English follows this HBT structure, but it is good to be prepared to use it in face-to-face communication in meetings, negotiations and general conversation. In pairs, discuss how to address one of the complaints from the Introduction using the language in this table.

Head(s)	Body/Bodies	Tail
Speaker 1: I think	X is an attractive option,	don't you?
Speaker 2: Well, yes, I see	X is interesting, but Y may be possible too,	do you see what I mean?
Speaker 1: I see what you mean but	Y is/has _____,	doesn't it?

3 Are the following words and expressions heads or tails? They can be one or both.

Right You know Well I see what you mean but
I mean you know what I mean do you see what I mean
OK As far as I'm concerned But So Yeah
I'm sorry to trouble you Erm Basically In my opinion

4 Are the following statements true or false?

- 1 Heads allow you to develop a relationship with the previous speaker.
- 2 Heads allow you to link your talk to the previous speaker.
- 3 Bodies contain the main information of your message.
- 4 Heads contain no new information.
- 5 Tails contain the key information.

5 Read through the audio script for Listening 1 on page 156, and find the turns that start with heads. Notice how more than one head can be used at the beginning of a turn.

Critical analysis

Do you use heads and tails in your first language? Many people who learn only written English at school sometimes have difficulty using heads and tails. What are some of the problems with speaking in a very 'written' style?

Output: Joint venture difficulties

Two mobile phone companies (one local and one multinational) have set up a separate joint venture company in the local company's home country market. This joint venture is owned 50/50 between the two companies.

The multinational company is responsible for the technology and design of the mobile phone as well as providing the manufacturing know-how and expertise. The local company is responsible for the marketing and sales. Their expertise lies in their understanding of the local market and what local consumers really need and want.

The joint venture has been established for one year and both companies are keen to maintain the good relationships that have developed between them. However, there have been several problems and they need to agree who is responsible and propose solutions.

Stage 1

Divide into small groups, with some groups taking the role of the local mobile phone manufacturer and other groups taking the role of the multinational mobile phone manufacturer, and prepare for the negotiation with the other company. Who was responsible for the mistakes listed below and how can the problems be resolved?

- There have been several delays in production, especially in the first half of the year.
- The manufacturing equipment (plant) was not totally suitable, as it was originally used for landline phones.
- The cost of the phones was initially set too high for the market.
- Customers complained that the product quality was not consistent.
- Customers have said the phones are too big.

Stage 2

Now work with a group from the other company and have the negotiation meeting.

8

Project management

8.1 Theory: The principles of project management

Learning outcomes

- Understand the principles of project management.
- Learn the language of project management.
- Take part in a project planning meeting.

Introduction

1 Read the following definition of 'project'. Which words in the definition mean the same as *deadline*, *budget* and *quality objective*?

A project is a task or set of tasks undertaken within specific timescales and cost constraints in order to achieve a particular benefit.

Business – The Ultimate Resource

2 On a corporate level, projects can range in scale from organising a stand at a trade show, developing a new product or service or building a giant sports stadium. Projects are also something individuals do in their own lives. Note down the time, cost and quality objectives of a project that you have completed in the last few years such as:

- organising a party
- making a career change
- arranging a holiday
- moving house

3 There is always conflict between the three variables of time, cost and quality. What might happen to the costs and quality objectives in the project you described above if you had half the time available? What would happen to your deadline and quality objectives if the budget was suddenly cut by 50%?

4 There are similarities in approach to many projects. Work in pairs and look at the photos above. Choose one of the following projects and consider the preparation needed:

- a climbing expedition up Mount Everest
- a scheme to reduce traffic in a city centre
- the launch of an exciting new product



Language focus 1: Project stages

1 Look at the six-stage model of project management. Match the words in the box with the words with similar meanings underlined in the sentences.

Stage 1 Proposal – identify the idea or need.

Stage 2 ¹Initial investigation – a ²brief ³overview of the possible ⁴requirements and solutions.

Stage 3 Detailed investigation – ⁵undertake a feasibility study of the options and define the chosen solution.

Stage 4 Development and testing – build the solution.

Stage 5 Trial – ⁶pilot the solution with real people.

Stage 6 Operation and closure – ⁷put it into practice and close the project.

a first b short c needs d do e general view
f implement g test something new

2 Why do you think the early stages of project management are considered to be the most important?

Transferable skill: Engaging with the text

One of the best ways to improve your understanding of a text is to engage with it actively and not simply passively take in information.

1 Read the following opinions about project management and mark which ones you agree or disagree with or don't know about.

- 1 Projects need to be directed by a group of people, not one single individual.
- 2 You should always make a detailed plan of the whole project before you begin.

- 3 Different projects require very different processes and approaches.
- 4 The early stage of a project (planning, testing, investigating) takes 75% of the total time.
- 5 Making changes to the project once it is in full operation is very costly.
- 6 Everybody involved in the project or affected by the project should be engaged in the project.
- 7 Frequent meetings make teams work more closely together.
- 8 It's almost impossible to communicate with your team if you have no plan.
- 9 Having a good plan, combined with the right controls and processes, can help to eliminate risk.
- 10 All good projects should come to an end.

2 Now read the text which follows and decide whether the author agrees or disagrees with each of the above opinions. Compare your answers with a partner and explain why you agree or disagree with the text.

Reading: The principles of project management

1 Read the following extract from *The Project Workout* by Robert Buttrick.

1 Make sure your projects are driven by benefits that support your strategy.

You should be able to demonstrate explicitly how each project you undertake fits your business strategy. It is essential to screen out unwanted projects as soon as possible. The less clear the strategy, the more likely unsuitable projects are to pass the screening.

Each project should have a single project sponsor who is accountable for directing the project and ensuring that the expected benefits fit the strategy and are likely to be realised.

2 Use a consistent staged approach to manage your project.

It is rarely possible to plan a project from start to finish. However, you should be able to plan the next stage in detail and to the end of the project in outline. As you progress through the project you gather information, reduce uncertainty and increase confidence.

3 Use a typical staged project framework.

You should use the same generic stages for all types of project. This makes the use and understanding of the process familiar and easier, avoiding the need to learn different processes for various types of project. This generic framework should then be tailored to take into account the content of each project, the level of activity, the nature of the activity, the resources required and the stakeholders and decision-makers needed.

4 Place high emphasis on the early stages of the project.

High emphasis might mean that between 30% and 50% of the project's lifecycle is devoted to investigative stages. Studies clearly show that placing a heavy emphasis on

research decreases the time of completion. Good investigative work means clearer objectives and plans. In the early stages, creative solutions can slash delivery times by half and cut costs dramatically. Once development is under way, changes can be very costly.

5 Engage your stakeholders and understand their current and future needs.

A stakeholder is any person involved in or affected by a project. The involvement of stakeholders such as users and customers adds considerable value at all stages of the project. Engaging the stakeholders is a powerful mover for change, while ignoring them can lead to failure. When viewed from a stakeholder perspective, your project might be just one more problem they have to cope with. If their consent is required to make things happen, it is unwise to ignore them.

6 Encourage teamwork and commitment.

The more closely people from different disciplines work and the more open the management style, the better they perform. Although this is not always practical, closeness can be achieved by frequent meetings and good communication.

7 Monitor against the plan.

Good planning and control are essential for effective project management. If you have no definition of the project and no plan, you're unlikely to be successful. It will be virtually impossible to communicate your intentions to the project team and stakeholders. If there is no plan, terms such as 'early', 'late' and 'within budget' have no meaning.

Risk management is key: using a staged approach is itself a risk management technique, with each stage acting as a formal review point at which risk is put in the context of the business benefits and costs of delivery. Projects are risky. It is essential to analyse the project, determine which are the inherently risky parts, and take action to reduce, avoid, or, in some cases, insure against those risks.

Despite all this foresight and care, things will not always go smoothly. Unforeseen issues do arise that, if not resolved, threaten the success of the project. Monitoring against the agreed plan is a discipline that ensures events do not take those involved in the project by surprise.

8 Manage the project control cycle.

Monitoring should focus more on the future than on what has actually been completed. The project manager should continually check that the plan is still fit for purpose and likely to deliver the business benefits on time.

Many projects are late or never even get completed. One of the reasons for this is 'scope creep': more and more ideas are incorporated into the project, resulting in higher costs and late delivery.

9 Formally close the project.

Finally, every project must be closed, either because it has completed its work, or because it has been terminated early. By explicitly closing a project you make sure that all work ceases, lessons are learned, and any remaining assets, funding or resources can be released for other purposes.

2 With a partner, write down six comprehension questions on a separate piece of paper that you can ask another pair of students. Complete the two half-written questions below about Parts 1 and 3 of the text, and then write four more questions about the rest of the text on page 73 (Parts 4–9). Write answers to your six questions on the back of the piece of paper.

- 1 When is the best time to ... ? (Part 1)
2 Why is it a good idea to ... ? (Part 3)

Exchange your questions with another pair of students.

Language focus 2: Verb/noun combinations for project planning

1 Without looking at the text, make collocations by completing the following table with the words below.

information the stakeholders costs delivery times
unwanted projects confidence teamwork

Part 1	screen out	unwanted projects
Part 2	gather	
Part 2	increase	
Part 4	slash	
Part 4	cut	
Part 5	engaging	
Part 6	encourage	

Now look at the text to check your answers.

Output: Scheduling a project

You are at the early stage of a proposed project to improve traffic flow in your local city centre. Your task is to hold a meeting and appropriately plan the different stages of this two-year project.

2 Complete these sentences using some of the verb/noun combinations from exercise 1.

- 1 We are going to have to _____ if we want to get the project finished on time.
2 Strong individuals may like taking control, but a good project manager will _____.
3 Successful project managers will have no problems in _____ inside and outside the organisation.
4 Unfortunately, we are going to have to _____ if we want to get the project finished on budget.
5 It's important that we _____ and know exactly what we need to do before we start the project.
6 After the last project failed, we need to _____ amongst the shareholders if we want to attract investment.

Critical analysis

- 1 The Reading text places a strong emphasis on planning, yet what might be some of the dangers of too much planning?
2 Many people might disagree that having frequent meetings means that people will work well together. What other ways are there of building strong teams?

Stage 1

In small groups, look at the project schedule below. Discuss what order the stages should logically be done in. Complete the column marked Stage in the table.

Stage 2

Discuss how long each stage of the project should take. Then complete the table by shading in the cells. The first stage has already been programmed over three months.

Project Stage	City Centre Traffic Management Project Schedule																										
	Stage	Year 1													Year 2												
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D		
Survey car and van drivers coming into the city centre																											
Put together project team, initial plan and schedule	1																										
Implement the selected traffic-flow solutions across the city																											
Propose selected solutions to key stakeholders to improve traffic flows																											
Measure car, van and bus traffic flows coming into city centre																											
Have preliminary meetings with all major stakeholders																											
Pilot and test possible solutions to improve traffic flow in one part of city																											
Monitor effectiveness of the new traffic-flow scheme																											
Visit other similar cities which use effective traffic-flow schemes																											

8.2 Practice: Russian oil industry – Sakhalin-1 Project

Learning outcomes

- Get an insider's view on one of the world's biggest projects.
- Learn future perfect and future continuous tenses.
- Plan project goals and objectives.



Profile: Russian oil industry – Sakhalin-1 Project

The Russian Federation is one of the largest oil producers and exporters in the world, with proven reserves of over 60 billion barrels of oil. Most of these reserves are located in isolated and remote areas such as Siberia and the far east of the country. Sakhalin-1 Project is a vast oil and gas project on the island of Sakhalin.

Introduction

Look at the photos and read the brief profile above. Discuss the following questions.

- 1 What do you imagine the living and working conditions are like for people working on projects like this?
- 2 What type of personality and what type of skills do you think people need to have to work in the oil industry in remote and isolated locations?
- 3 Do you think you personally could work in the Russian oil industry as a project manager on site? Why/Why not?

Reading: Sakhalin – the place and the project

- 1 Work in pairs. Student A should read the project profile and Student B should read the island profile.

Project profile



Sakhalin-1 Project in the Russian Federation is one of the biggest oil and gas projects in the world, with projected reserves estimated at 2.3 billion barrels of oil. In the first phase of the project, engineers had to design and drill highly complex offshore wells from an onshore rig using extended drilling for record-breaking distances of over ten kilometres, build oil terminals for storage and construct a pipeline to transport the oil. In the second phase of the project, an offshore platform was built. The operator of the project is Exxon Neftegas Limited, which is an affiliate of the Exxon Mobil Corporation in the USA. Other participants in the Sakhalin-1 Project include Russian, Indian and Japanese oil companies. Other stakeholders include the Russian government, the local government and the population in Sakhalin. At the height of the project there were over 8,000 people from all over the world working there.

Island profile



The island of Sakhalin is about 950 kilometres long. It is a very remote and isolated place in the far east of the Russian Federation, situated in an earthquake and typhoon zone. It is a nine-hour flight from Moscow, with a seven-hour time difference. Temperatures reach minus 40°C and much of the island is covered in snow, ice and freezing fog for six months of the year, with huge sheets of moving ice in the surrounding sea. This sea is also home to the endangered grey whale. Mountains and forests cover most of the island, and bears and reindeer roam wild. There are over 60,000 rivers and streams, many of them breeding grounds for wild salmon. The local population is under one million inhabitants – the main economic activity is fishing.

Without looking back at the text, tell your partner about what you have read.

2 What do you think are some of the main challenges and issues of this project?

3 Look at the table below and match the issues and challenges of the project with the examples.

Issues and challenges	Examples
1 Living conditions	a predicting the weather and the price of oil
2 Health and safety issues	b non-availability of off-road vehicles that go anywhere
3 Environmental concerns	c establishing budgets / scheduling stages of the project
4 Dealing with the unknown	d different working styles and attitudes in multinational teams
5 Political issues	e working outside at temperatures of -40°C
6 Moving around the site	f effect on the grey whale population
7 Working conditions	g nothing to do in the evening
8 Technical and engineering issues	h transporting material to the site
9 Logistical complexity	i complex negotiations between the consortium and the Russian government
10 Intercultural communication issues	j disagreements between different participants within the consortium and between the consortium and the local and national government in Sakhalin and Russia
11 Stakeholder conflicts	k long-distance drilling / building earthquake-proof structures
12 Initial project planning issues	l procedures to prevent accidents and injury when dealing with heavy machinery on site in isolated locations

Listening 1: Project overview

2.02

Business view



Suleyman Narimanov is project manager for oil transportation and storage on Sakhalin-1.

1 Listen to seven short extracts, where Suleyman Narimanov speaks about working on the Sakhalin-1 Project. Match them to seven of the areas of project management in the left column of Reading exercise 3 above.

2 What do you think HSE refers to in extract 6?

3 Before you listen again, can you remember if the following statements are true or false?

- Extract 1: They used a tractor during building and excavation works.
- Extract 1: The Russian Niva four-wheel drive wasn't able to survive in Sakhalin.
- Extract 2: It's very difficult to correct mistakes made in the early stages of the project.
- Extract 3: The pipeline was constructed in the Philippines.
- Extract 4: The airport can close for more than two weeks during bad weather.
- Extract 4: No one responds to the office email during bad weather.
- Extract 5: All material must be built for arctic conditions.
- Extract 6: There were some major injuries on the project.
- Extract 6: It was difficult to work with the HSE people.
- Extract 7: There was only one channel on their TV.

4 Listen again. Are the statements above true or false?

5 What do you think you would find the hardest thing about living and working on Sakhalin-1?

Listening 2: Focusing on teamwork

2.03

1 When multinational teams live and work together in a remote and isolated place there can be problems. What problems, as a result of cultural differences, might occur in the following areas?

- food
- languages
- a sense of humour
- management styles
- levels of formality
- sports

2 How can project managers help multicultural teams get on well and work well together? How can the company help?

3 Listen to the second part of the interview with Suleyman Narimanov and note down what he says about the points below.

- 1 The problems that can occur in multinational teams
- 2 How the company can help people overcome cultural problems
- 3 The problems of having a senior manager from a different country to the rest of the team
- 4 The best ways to encourage good teamwork and commitment

Intercultural analysis

Different cultures can exist in different departments within the same company. Discuss the following questions.

- 1 Why do you think there is sometimes conflict between project managers and health and safety inspectors?
- 2 Who deals with the following objectives: project managers or health and safety inspectors?
 - 1 keep within the budget
 - 2 reduce risk
 - 3 do the job on time
 - 4 follow procedures

Language focus: Future perfect and future continuous

The two tenses are formed like this:

Future perfect: *will + have + past participle of the verb*

Future continuous: *will + be + -ing form of the verb*

1 Are the tenses in these sentences future perfect or future continuous?

- 1 A representative will have phoned you by the end of the week.
- 2 So you'll be struggling for work next year.
- 3 I'll have done the work you've just given me by the end of next week.
- 4 He'll be working on this bridge this time next year.

2 Which tense is used to do the following?

- 1 To talk about something in progress in the future (or expected to be in progress in the future)
- 2 To talk about something that is seen as already completed before a certain time

3 The future perfect is often used with phrases like *by the end of next week*, and the future continuous is often used with phrases like *this time next week*, etc.

Use the following prompts to make sentences using the future perfect or future continuous about your personal, professional or study plans.

- | | |
|-------------------------|------------------------|
| by the end of the day | by the end of the year |
| this time next week | in a month's time |
| by the end of the month | this time next year |
| in a year's time | |

4 Complete these sentences with the correct form of the verb in brackets, using the future perfect or future continuous.

- 1 We need to get on well, as we _____ together closely on this project. (work)
- 2 In another 10 or 15 years all the North Sea gas _____. (go)
- 3 Within a month or two after graduating from this university, 98% of those seeking jobs _____ one. (find)
- 4 Give me the report because I _____ him some time next week. (see)
- 5 Fortunately, we _____ updating the server in time for the start of the new project. (finish)
- 6 Without more state help, local communities _____ the pain for years to come. (feel)

Output: Planning goals and objectives

You are going to take part in a meeting between project managers for a Russian oil company and independent health, safety and environmental managers hired by the company. Your aim is to agree on a project schedule that ensures the job is done in record time whilst minimising risk to the people working on site.

Stage 1

Work in small groups. Half the groups should take the role of project managers (see page 140), while the other groups should take the role of health, safety and environmental managers (see page 144). Read the project management team's schedule, the notes and your role card and prepare for the meeting.

Stage 2

Conduct the meeting and agree on the schedule.

8.3 Skills: Maintaining relationships

Learning outcomes

- Discuss future arrangements with other companies.
- Maintain a good relationship with other companies by using indirect language.
- Signal differing identities and groups using 'we'.

Introduction

1 Look at the following list. Which ideas do you think are the most important for developing a good business relationship?

showing respect at all times seeing the other's point of view
reaching a compromise where there are differences
avoiding conflict not being too direct in requests
showing that you are working together
being honest and open at all times

In what ways are good relationships in business different from or similar to personal friendships?

2 We often use indirect requests to be polite. For example, if you want someone to close a window, you could say, *It's a bit cold in here, isn't it?* In pairs, discuss how you can make an indirect request for a pay rise. How many different ways can you think of to do this?

3 You will hear the following indirect request in the Listening which follows.

So I guess the best way forward is just to kind of leave you to sort of digest this. And then you know, we'll perhaps wait for you to come back to us about the next stage ...

What examples of indirect language can you see? Which functions from exercise 1 might be addressed by this type of language? What would be a direct way of requesting this?

4 Directness is sometimes seen as a good thing in international business meetings. Why do you think this is?

Listening: A sales meeting between IT companies



1 Work in pairs to role play the end of a meeting between a sales manager and a client.

Sales manager: You want to tell the client you will contact them about the figures by next week and you will schedule another meeting when the client is ready. Try to develop a good relationship with the client.

Client: Try to be flexible about dates and try to develop a relationship with the sales manager.



"I'd like a 150% rise."

2.04

2 Listen to the end of a meeting where the accounts manager (Charles) and the sales director (Liam) from an IT company are talking to a client (Valentina). Answer the following questions.

- 1 When does Liam say he can send the figures?
- 2 What is Valentina's response to this?
- 3 In your opinion, why does Liam mention the football game between the two companies?

Critical analysis

Read through the audio script of the meeting on page 79, and compare it with your role play in the Listening exercise.

- 1 How definite are the arrangements you made compared with those in the audio script?
- 2 How did the participants on the recording try to build a relationship? What about you in your role play?
- 3 Why do you think the speakers in the recorded meeting are so indirect?



'We' is far more important in business than in everyday communication. This is because, in business, 'we' (and 'us') can refer to different groups of people and companies, and is used to emphasise cooperation. It can be used 'inclusively' – to talk about everyone – and 'exclusively' – to include some people (us), but not others (you/them). Some languages have different words for the inclusive and exclusive use of 'we'.

1 Look at the following two examples:

- 1 ... **we** think you should be looking at this ...
- 2 ... so, **we** agree on that ...

In these examples, is 'we' inclusive or exclusive?

2 Here is a list of some of the most common uses of 'we' in meetings between different companies. Match the uses of 'we' (1–5) to the explanations (a–e).

- | | |
|----------------------------|--------------------------------------------------------|
| 1 Exclusive present 'we' | a it is unclear exactly who it refers to |
| 2 Inclusive corporate 'we' | b both companies |
| 3 Inclusive present 'we' | c the members of the speaker's company who are present |
| 4 Exclusive corporate 'we' | d all participants who are present |
| 5 Vague 'we' | e the speaker's company, not the other company |

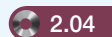
3 In pairs, look at the audio script of the meeting, and highlight all the examples of 'we' and 'us'. Decide whether they are inclusive or exclusive uses.

4 'We' often emphasises cooperation. Why is it important to emphasise cooperation in business?

Intercultural analysis

Some uses of exclusive 'we' can damage a relationship. For example, if a British person says 'We British are very polite' to somebody from another country, how might the listener feel? How could the speaker reword this?

Audio script



- Charles:** ... well, I mean we fully support that so it shouldn't be a problem.
- Valentina:** Right. OK. That might be a cheaper thing for us to do.
- Charles:** OK.
- Valentina:** Right.
- Liam:** So, we need to get those figures to you. We should be able to get those to you this afternoon or tomorrow.
- Valentina:** Whenever. There's no hurry.
- Liam:** No?
- Valentina:** No, just fit them in around what else you do. But it's just useful information for us.
- Liam:** OK.
- Valentina:** Yeah.
- Charles:** No problem.
- Valentina:** Great.
- Liam:** So, I guess the best way forward is just to kind of leave you to sort of digest this. And then you know, we'll perhaps wait for you to come back to us about the next stage. I'm sure you're going to have some more questions.
- Valentina:** Probably.
- Liam:** You know, really it's just about making this make sense for you and for us.
- Valentina:** Yes. Thank you.
- Liam:** And I'm sure with all this stuff there's a way of doing it where it's going to please us all. But I think next time we'll just get together and we'll work everything out then.
- Valentina:** Great.
- Liam:** OK?
- Valentina:** Yes. That's great. Thanks very much.
- Charles:** OK. Right.
- Liam:** And I think we've got a football match the week after next, haven't we?
- Charles:** Yes, I spoke to Raj.
- Valentina:** Is that here?
- Liam:** Yeah.

Output: Negotiating sensitive arrangements

Stage 1

In pairs, carry out two role plays. Student A should look at page 140, and Student B should look at page 144.

Stage 2

How effective were the meetings? What would you do differently next time?



Watch Sequence 4 on the DVD to find out more about Managing operations.

Writing 4: Describing graphs

Learning outcomes

- Compare and contrast figures and trends.
- Write a report describing figures and trends in graphs.
- Understand the issue of carbon emissions across industries.



Writing skill: Describing graphs

The graph below predicts possible carbon emissions scenarios if governments and other policy-makers follow certain regulations. Regulations could include lower speed limits for vehicles, energy efficiency standards for factories and machinery, and prohibiting the sale of certain products such as high-energy light bulbs.

Introduction

1 Are you worried about global warming? Why/Why not?

2 Which of the possible effects of global warming below do you think is the biggest problem? Order them in terms of seriousness:

- rising sea levels
- reduced tourism
- species extinction
- water shortages
- increased disease

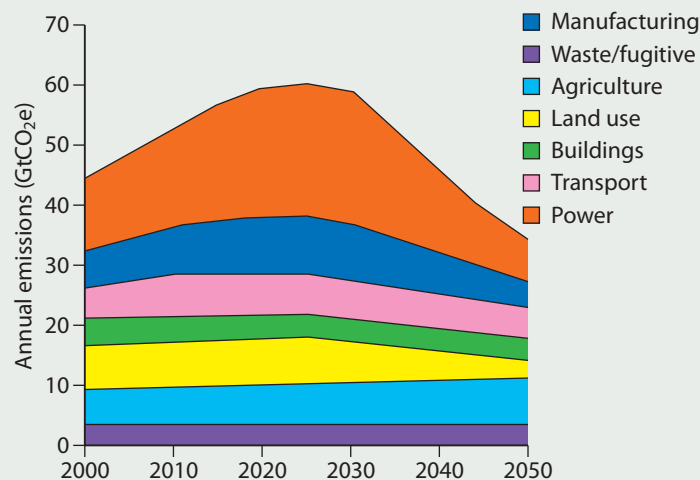
3 The need to reduce carbon emissions across industries to slow down global warming is often discussed. Which of the following situations do you think are most likely to happen? Which would have the greatest effect?

- Consumers change their behaviour and demand low-carbon products.
- Governments make regulations, such as a carbon tax for high-carbon industries.
- Technological advances (for example electric cars) lead to new ways to cut emissions.

4 Different industries produce different amounts of carbon. Look at the pictures above, and match them with these industries. Which one do you think produces the most carbon, and which produces the least?

- a power b agriculture c manufacturing d transport
e waste disposal

Evolution of transmissions by major industrial category for Targeted regulation scenario



Source: Carbon Trust and Oxera analysis
GtCO₂e = Global tonnes of CO₂ equivalent

1 Discuss these questions and make notes.

- 1 What does the brief description above the graph tell you?
- 2 What does the title of the graph tell you?
- 3 What do the vertical and horizontal axes show?
- 4 What are the general trends over the 50-year period?
- 5 How do emission level differences compare across differing decades? Example: In the 2020s ... however, in 2030 ...
- 6 How do certain industries differ at the same point in time? Example: In 2040, the manufacturing industry's emissions ...

2 Summarise the information on the graph in one sentence.



When describing graphs, two of the key functions are making comparisons and contrasts.

1 What are the mistakes in the following sentences?

- The percentage of male and female executives is particularly the same.
- The company faced a considerably low return once it didn't sell enough to break even.

2 Look at these different ways of comparing and contrasting information.

- 1 A is _____ bigger than B.
- 2 A is _____ the same as B.
- 3 A is _____ different from B.
- 4 A is _____ as big as B.
- 5 A is _____ the biggest.

Which of the following words can fit into each gap in 1–5 above?

considerably virtually exactly somewhat totally
completely quite about slightly a great deal
approximately by far not very

3 Look at the graph on page 80 and compare results from two points on the timeline using phrases from exercise 2.

Example: In 2030, the carbon emissions of the power industry are predicted to be considerably higher than in 2050.

4 Look at the mistakes below about the graph on page 80 and correct them. Some of the mistakes are language mistakes and some are about the content of the graph.

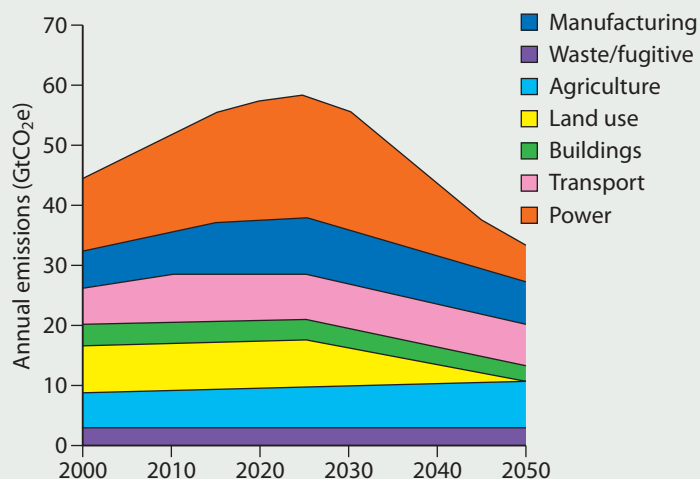
- 1 The considerably biggest producer of carbon is power.
- 2 The power industry produces exactly more CO₂ than other industries.
- 3 The building industry is unique in reducing its carbon emissions over the 50-year period.
- 4 In 2020, the power industry will have the highest CO₂ emissions. On the other hand, it will have greatly increased compared to 2000.

5 Read these incorrect comparisons of trends describing the graph on page 80, and correct them.

- 1 In the graph, CO₂ emissions in the waste industry rise and then fall over the 50-year period, whereas they fall steadily in the power industry.
- 2 Overall, CO₂ emissions gradually increase from 2000 to 2040 in both the agricultural and the power industries.
- 3 Both the agricultural and manufacturing industries' emissions peak at around 2025, and then decline steadily.

The graph below shows the predicted effects of technological advances in helping to solve the problem of carbon emissions across major industries. Such advances could include electric vehicles and cheap forms of renewable power, e.g. solar or marine power.

Evolution of emissions by major industrial category for Technology scenario



Source: Carbon Trust and Oxera analysis
GtCO₂e = Global tonnes of CO₂ equivalent

Stage 1

Summarise the information by selecting and reporting the main features and make comparisons where relevant. You should write three paragraphs.

Paragraph 1: A general description of the graph

Paragraph 2: Explanation of what is in the graph, starting with comparisons of general trends, moving to comparisons of specific points

Paragraph 3: A one-sentence conclusion that summarises the general trend in the graph

Stage 2

In small groups, discuss whether your answers to exercise 3 in the Introduction have changed.

