

KEYS TO MANAGEMENT



David Cotton

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Nelson

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Introduction

General description

Keys to Management is a course in Business English which is intended for higher intermediate/advanced students wishing to increase their knowledge of management theory and practice.

The course consists of fourteen units, each dealing with a key management concept such as planning, motivation, appraisal and leadership, each of which is illustrated by real examples from the world of business. Thematically linked to the topic of each unit are a wide variety of language activities, designed to focus on business lexis and difficult points of grammar as well as developing reading, writing, listening and speaking skills. The main emphasis of *Keys to Management*, however, is to develop the students' oral fluency and their ability to communicate effectively in a wide range of management situations.

Keys to Management can be used either as a main coursebook or as supplementary material. It is also suitable for short courses, as each unit is entirely self-contained, allowing teachers to select material appropriate to the particular needs of their students.

Aims of the course

- A The business aims are:
- (i) to introduce students to the basic concepts of management;
 - (ii) to stimulate students' interest in the subject and to encourage them to learn more about management;
 - (iii) to present a range of management situations in the form of case studies, role-plays and discussions which familiarise students with the problems faced by managers and provide them with the opportunity to develop effective communication skills.
- B The language aims are:
- (i) to develop students' reading, writing, listening and speaking skills but, in particular, their ability to express themselves accurately and effectively in business situations;
 - (ii) to focus on language functions and structures which are particularly useful for managers;
 - (iii) to increase the students' knowledge of commercial vocabulary, specialist management terms and business idiom;
 - (iv) to give students practice in writing business communications such as short reports, memoranda, advertisements and letters.

Organisation of the units

The units consist of the following sections:

DISCUSSION

This section serves as an introduction to the topic(s) of each unit and usually takes the form of a short reading passage, mini case study or dialogue, followed by a number of questions intended to generate discussion.

READING

The reading passages are generally between 800 and 1,000 words in length. They deal with key management ideas or practices and should therefore be of interest to business executives wishing to learn more about the theories of management.

Understanding the main points

The reading passages are followed by a variety of comprehension – checking devices to ensure that students have understood the most important ideas contained in the text. These include open-ended questions, true/false statements, sentence completion, note-taking, grid completion and identifying the order of the main ideas.

Vocabulary focus

Having demonstrated that they have grasped the main arguments put forward in the passage, students are then asked to work through an intensive reading exercise which requires them to examine the meaning of certain important vocabulary items. This exercise involves either finding words or phrases in the text which are similar in meaning to the synonyms or definitions given in the exercise, or using the context of the passage to help them to guess the meaning of vocabulary items taken from the text.

LANGUAGE STUDY

The aim of this section is to increase students' knowledge of management-related vocabulary, collocation, phrasal verbs and general business idiom, while at the same time providing the opportunity for remedial grammar work. The points of grammar are those which students at this level continue to find problematic, such as which prepositions follow which verbs, the inversion of subject and verb after certain adverbs and adverbial phrases, the differences between countable and uncountable nouns, the use of conjunctions and other linking devices, and reported speech.

COMMUNICATION SKILLS

This section usually begins with a dialogue (recorded and printed in the Student's Book) whose purpose is to present a variety of phrases and expressions which are used to express certain language functions such as introducing yourself, giving opinions, agreeing, making suggestions, giving advice, discussing possibility, persuading and giving warnings.

Role play

Following the presentation of examples of the language used to fulfil a particular function or functions, students take part in a simple role play activity in small groups. They are given a situation similar to the one in the dialogue and are asked to play a role requiring them to practise using certain key phrases and expressions, which are listed for easy reference.

Case study

The short role play activity is followed by one or more case studies presenting realistic management situations or problems. These allow the students to take part in small and large group discussions; simulated meetings; more involved, longer role play activities; problem-solving exercises and so on. All of the activities in this section aim to build up the students' confidence to communicate effectively in the type of business situations which managers regularly face.

WRITING

The exercises in this section give students the opportunity to practise writing various types of business letter, memoranda, reports, newspaper articles, minutes of meetings, advertisements and telexes. Students are generally provided with some guidance concerning the structure and style of the communication they are required to produce.

LISTENING

The listening passages include conversations between people in a wide variety of typical management situations such as board meetings, appraisal meetings, planning and strategy meetings and production meetings. In addition, there is a news broadcast, a conversation about stocks and shares, an assessment of their respective bosses by two secretaries and a series of conversations about the kidnapping of a top executive by terrorists.

Understanding the main points

The listening passages are followed by a variety of comprehension-checking devices to ensure that students have grasped the main points. These include sentence completion, note-taking, grid completion, open-ended questions and true/false statements.

Vocabulary focus

Following the listening-for-gist exercises, students are required to work through intensive listening exercises which focus their attention on specific phrases and expressions used by the speakers. Students must either fill in the gaps in sentences taken from the dialogue (and then discuss their meaning) or identify phrases or expressions which are equivalent in meaning to the ones printed in their books.

1 The manager's role

DISCUSSION

Look at the following lists of positions and organisations and answer the questions below. Then, in groups of two or three, compare your answers.

POSITION

manager
head of research and development
supervisor (on an assembly line)
general manager
vice-chancellor
chairman

ORGANISATION

a famous pop music group
an oil company
a car company
a fashion business
a university
a multinational company

- 1 What duties do all these people have in common?
- 2 What qualities and skills are required for each position?
- 3 Which of the positions would you prefer to have? Why?
Are there any you would not want to hold? Why?

READING

Our society is made up of all kinds of organisations, such as companies, government departments, unions, hospitals, schools, libraries, and the like. They are essential to our existence, helping to create our standard of living and our quality of life. In all these organisations, there are people carrying out the work of a manager although they do not have that title. The vice-chancellor of a university, the president of a students' union or a chief librarian are all managers. They have a responsibility to use the resources of their organisation effectively and economically to achieve its objectives.

Are there certain activities common to all managers? Can we define the task of a manager? A French industrialist, Henri Fayol, wrote in 1916 a classic definition of the manager's role. He said that to manage is 'to forecast and plan, to organise, to command, to coordinate and to control'. This definition is still accepted by many people today, though some writers on management have modified Fayol's description. Instead of talking about *command*, they say a manager must *motivate* or *direct and lead* other workers.

Henri Fayol's definition of a manager's functions is useful. However, in most companies, the activities of a manager depend on the level at which he/she is working. Top managers, such as the chairman and directors, will be more involved in long range planning, policy making, and the relations of the company with the outside world. They will be making decisions on the future of the company, the sort of product lines it should develop, how it should face up to the

30 competition, whether it should diversify etc. These strategic decisions are part of the planning function mentioned by Fayol.

On the other hand, middle management and supervisors are generally making the day-to-day decisions which help an organisation to run efficiently and smoothly. They must respond to the pressures of the job, which may mean dealing with an unhappy customer, chasing up supplies, meeting an urgent order or sorting out a technical problem. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organisation.

40 An interesting modern view on managers is supplied by an American writer, Mr Peter Drucker. He has spelled out what managers do. In his opinion, managers perform five basic operations. Firstly, managers set objectives. They decide what these should be and how the organisation can achieve them. For this task, they need analytical ability. Secondly, managers organise. They must decide how the resources of the company are to be used, how the work is to be classified and divided. Furthermore, they must select people for the jobs to be done. For this, they not only need analytical ability but also
50 understanding of human beings. Their third task is to motivate and communicate effectively. They must be able to get people to work as a team, and to be as productive as possible. To do this, they will be communicating effectively with all levels of the organisation – their superiors, colleagues, and subordinates. To succeed in this task, managers need social skills. The fourth activity is measurement. Having set targets and standards, managers have to measure the performance of the organisation, and of its staff, in relation to those targets. Measuring requires analytical ability. Finally, Peter Drucker
60 says that managers develop people, including themselves. They help to make people more productive, and to grow as human beings. They make them bigger and richer persons.

In Peter Drucker's view, successful managers are not necessarily people who are liked or who get on well with others. They are people who command the respect of workers, and who set high standards. Good managers need not be geniuses but must bring *character* to the job. They are people of integrity, who will look for that quality in others.



'A manager develops people, including himself or herself ... (and) helps them to grow and become bigger and richer persons.'

Peter Drucker

Understanding the main points

- 1 According to the writer, what is the main duty of the head of any organisation?
- 2 Why do some people disagree with Henry Fayol's definition of the role of management?
- 3 In what ways are the functions of a company director, for example, different from those of a middle manager?
- 4 In Peter Drucker's opinion, which of the following things should a manager be?

- | | |
|---|--------------------------|
| exceptionally intelligent | <input type="checkbox"/> |
| keen to improve people's lives | <input type="checkbox"/> |
| interested in other people | <input type="checkbox"/> |
| popular | <input type="checkbox"/> |
| able to give clear orders | <input type="checkbox"/> |
| honest | <input type="checkbox"/> |
| admired by others | <input type="checkbox"/> |
| able to examine carefully and make judgements | <input type="checkbox"/> |

Vocabulary focus

- 1 Find words or phrases in the text which mean the same as the following:

- 1 carefully, not wastefully (paragraph 1)
- 2 expand the range of products (paragraph 3)
- 3 operate (paragraph 4)
- 4 resolving (paragraph 4)
- 5 said in a clear, detailed way (paragraph 5)

- 2 Managers set *objectives* (line 43)

What is an *objective*?

Give examples of objectives that sales, production and personnel managers might set.

LANGUAGE STUDY

- 1 Complete the following sentences using suitable words or phrases from the box below.

managing director	junior executive	colleague
director	supervisor	staff
senior executive	superior	employee
middle manager	subordinate	work-force

- 1 The group of executives working below the top managers are generally called
- 2 Valerie is an important person in our company. She is a member of the Board of
- 3 Peter, a recent university graduate, has been with the firm for a year. He is at present a and is being trained for a managerial position.
- 4 Their is expanding rapidly. They now have over 5,000 employees.
- 5 At least 50% of our have been with the company over ten years.

- 6 in an organisation generally have more fringe benefits than lower-level managers.
- 7 We are a small group in the Research and Development Department. Fortunately, I get on well with all my
- 8 Our telephone operators work under the direction of a
- 9 I work under Mr Brown. He's my
- 10 Sheila and Tom work under my authority. I am their boss and they are my
- 11 I am responsible for training and development.
- 12 A is a person of high rank in an organisation, usually next in importance to the Chairman.

2 Word building

Complete the following sentences with the correct form of the words in italics.

1 *produce*

- a Our **production** of washing-machines increased by 5% last year.
- b We have recently put on the market two new
- c per worker will increase with the introduction of the new machines.
- d Word processors have helped to make office workers more
- e The company is well known in the agricultural industry. It sells mainly farm – eggs, butter, milk, etc.

2 *compete*

- a Coca Cola's main is the Pepsi-Cola company.
- b We try to stay by investing heavily in advertising and promotion.
- c Our company's main objective is to keep ahead of the

3 *plan*

- a The meeting did not go as
- b Some projects take years of
- c Before asking a bank manager for money, it is wise to show him a business

4 *analyse*

- a Managers needs to have an mind.
- b Our showed that we needed to put more emphasis on marketing.
- c We must look at the problem

3 *Complete the following sentences with the correct word or phrase (a, b, c or d).*

- 1 Nowadays, I eat out at restaurants regularly and often go abroad for holidays. My is much higher than it used to be.
a standard of living b cost of living c lifestyle
d way of life
- 2 Writing reports is not a that everyone enjoys.
a duty b work c job d function

- 3 This machine uses much less fuel than the previous one. It is far more
a sparing b economic c effective d economical
- 4 The management has worked out a to improve our market share.
a strategy b policy c target d planning
- 5 Many of the in the Personnel Department are part-time workers.
a staff b staffs c employers d personal
- 6 One of the company's main is to increase sales by 10% per year.
a designs b plans c purposes d objectives
- 7 Several machines have broken down. We won't be able to an important order.
a fill b meet c make d do

4 Phrasal verbs with out

sort out (line 36)

spell out (line 41)

Complete the following sentences, using suitable forms of the verbs in the box below.

sort out	make out	bring out	pull out
spell out	buy out	carry out	
sell out	sound out	turn out	

- 1 The firm about five hundred sports cars a year.
- 2 We hope to our production problems soon.
- 3 If the firm doesn't make a profit, the owners will probably
.....
- 4 I'm willing to consider introducing flexitime, but would you first the advantages of the system, please?
- 5 Givenchy have an exciting new perfume.
- 6 Would you the cheque to David Cotton, please?
- 7 In order to develop new products, pharmaceutical companies have to a lot of research.
- 8 Several leading banks such as Barclays have of South Africa.
- 9 A group of senior managers want to take over the firm by it
- 10 We're looking for a new chief executive. I understand one or two possible candidates have already been

In pairs, use some of the verbs above in sentences of your own.

Introducing yourself

Giving brief details about yourself and the organisation you work for



Dialogue

Listen to the following conversation, which takes place at a conference.



- BRIAN How do you do? My name's Brian Robinson.
JOAN How do you do? I'm Joan Knight.
BRIAN Who do you work for then?
JOAN I'm with the Palmer Reece Group. You may have heard of us. We design and manufacture electronic equipment. I'm the Finance Manager.
BRIAN I see.
JOAN How about you?
BRIAN I work for a firm of kitchen designers. Kitchen Interiors, we're called. We install fitted kitchens, mostly in private houses. I'm Area Sales Manager.
JOAN That's interesting. Where are you based?
BRIAN Our head office is in Colchester. We've got branch offices all over the country. Where's your head office?
JOAN We're in the Midlands. In Leicester, actually. But I work in our London office. Have you been with your company long?
BRIAN Fairly long. I've worked for them for five years now. Before that, I was a salesman for a department store. I must say, I prefer what I'm doing now. You get out and meet all kinds of people. And I enjoy all the driving too. Your company's pretty big, isn't it?
JOAN Mm. I'd say so. Our turnover's almost £50m. And we've got a work-force of over 1,000. Yes, we *are* big.
BRIAN My firm's much smaller. Our turnover's roundabout £5m.
JOAN How about staff?
BRIAN Oh, about seventy or eighty people – full-time staff, that is. We're a private company, by the way. Still family-owned. But I reckon we'll go public in a few years' time.
JOAN Really? Your firm must be doing well. We're a public company, of course. We have been for the last thirty years.
BRIAN Ah, I thought I'd noticed your firm's name when I was looking at the share prices recently in the newspaper.

INTRODUCING YOURSELF		
	FIRST SPEAKER How do you do? My name's Brian Robinson.	SECOND SPEAKER How do you do? I'm Joan Knight.
FORMAL	Hello. Let me introduce myself. I'm Brian Robinson. Hello. Allow me to introduce myself. . .	How do you do? Pleased to meet you.
INFORMAL	Hello. I'm Brian Robinson. Hi! I'm Brian Robinson.	Oh hello. I'm Joan Knight. Oh hello. Joan Knight.
GIVING DETAILS ABOUT YOUR ORGANISATION		
<p>I'm with the Palmer Reece Group. I work for Kitchen Interiors.</p> <p>We make/manufacture/sell/deal in { electrical products. fitted kitchens.</p> <p>My company's based in . . . Our head office is in . . .</p> <p>I've { been with } the company for five years. worked for }</p> <p>We have branch offices/subsidiaries in . . . Our turnover is . . . We've got a work-force of . . .</p>		

Role play

Situation

You are a manager attending an exhibition of office equipment. In the hospitality lounge you start talking to some other business people who are at the exhibition.

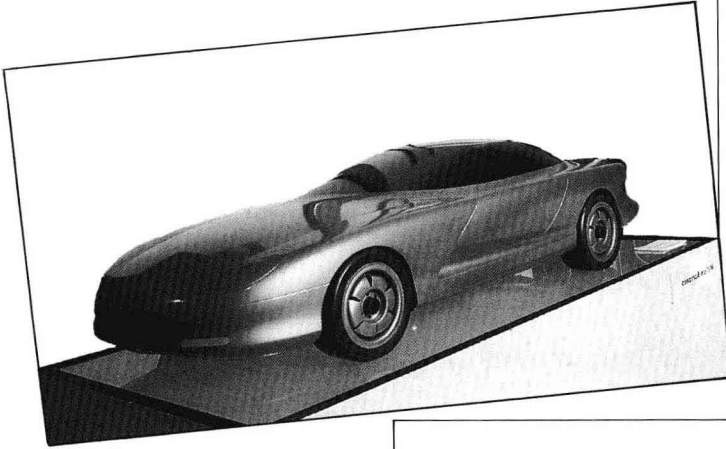
Instructions

Working in groups of two or three, improvise a conversation similar to the one in the dialogue on page 11.

Before starting the conversation read the following:

- 1 Choose a company or business organisation. It may be real or imaginary.
- 2 Introduce yourself; say who you work for, what your position is in the organisation and how long you have worked for it.
- 3 Give the following information:
 - a what kind of business organisation it is (e.g. private, public, sole trader, partnership)
 - b its main business activities
 - c location of its head office, branches/subsidiaries
 - d turnover, profits, size of work-force etc.
- 4 Give any other information about yourself, your job and the organisation.

Case study



Anyone who is interested in sports cars will know all about the Victor Motor Company (VMC). For those who don't, here are some brief facts:

VICTOR MOTOR COMPANY

LOCATION: Maybury
SIZE: medium-sized— 1987 turn-over £50m
MAIN PRODUCTS: range of high-performance sports cars
MAIN MARKETS: exports 60% of its output to USA and Canada, plans to increase sales to W. Germany, Switzerland, Sweden and the Middle East
NEW PROJECT: super sports car, using latest advanced technology; to sell at £100,000+, aim to launch in 1993
MAIN OBJECTIVE: to treble turnover by 1995
FUTURE: VMC face tough competition from rivals; labour relations could become strained

MEMORANDUM



To: All board members
From: Brian Lockley
Personnel Director

Date: 25-09-88

Subject: Appointment of a new General Manager

As I am sure you are all aware by now, Anthony Hiller will be retiring at the end of this year, which leaves us a little over two months in which to appoint a new General Manager.

The post is currently being advertised in both the national press and the leading trade magazines and I intend to begin the first round of interviews in mid October. The advertisements contain the following description of the General Manager's duties:

- * to have overall responsibility for the running of the plant;
- * to coordinate the work of the management team so that the company's targets and objectives are met;
- * to advise on new product development;
- * to negotiate with trade union representatives;
- * to accompany the Sales Manager on overseas sales trips, whenever possible;
- * to represent the company when the Managing Director is unavailable.

The right man for the job

The problem

Two candidates, Jim Collier and Bernard Wheeler, are being considered for the position. The two men have been interviewed by

- (i) The Managing Director and a team of senior executives;
- (ii) An industrial psychologist, who has carried out a number of tests.

The candidates have also had lunch with the interviewing team and the industrial psychologist. The wife of Bernard Wheeler was present at the lunch.

Below are the candidates' curricula vitae, extracts from the psychologist's reports and the interviewing team's notes.

CURRICULUM VITAE

PERSONAL DETAILS

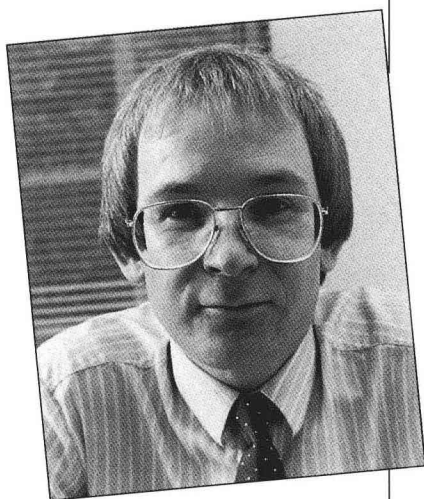
Name:	Jim Collier	Date of birth:	21-10-50
Address:	18 Acacia Drive	Marital status:	divorced
	Cheadle Hulme	Nationality:	American
	Manchester		

EDUCATION

QUALIFICATION	ESTABLISHMENT	DATES
Diploma in Business Administration	Los Angeles Adult Training College	1973 - 74

WORK EXPERIENCE

POSITION	COMPANY	DATES
Formula One mechanic	Lotus Racing Team	1969 - 70
Formula One driver	McClaren Racing Team	1970 - 73
Sales representative	Houseman Automobiles (car dealers)	1976 - 78
Sales Manager	Houseman Automobiles	1978 - 80
Assistant Production Manager	Vauxhall Motors UK	1981 - 84
Head of Production Control	Vauxhall Motors UK	1985 -



EXTRACT FROM PSYCHOLOGIST'S REPORT ON JIM COLLIER

Mr Collier is a man of very high intelligence. He is creative, imaginative, and good at problem-solving. When put under pressure, he kept cool and showed a sense of humour. Although he appears to be calm and cheerful, he is an emotional person. He is deeply dissatisfied with his personal life. He is still upset and shaken by the breakdown of his marriage to his English wife. Note: during interview it came out that he had been expelled from two schools for indiscipline.

Super- confident - at times almost aggressive; extremely ambitious - wants to have own car manufacturing company one day; frank and outspoken in opinions; believes that "winning is the only thing that matters in life"; seemed to be a relaxed, calm personality; but admitted he could "blow his top" if people didn't do their job properly; in a letter of reference, a previous employer suggested he was "charming, but could be very moody when he didn't get what he wanted - not an easy person to work with".

Curriculum Vitae

SURNAME	Wheeler	AGE	42
FIRST NAMES	Bernard Martin	MARITAL STATUS	Married
		DEPENDANTS	Three children
		ADDRESS	229 Station Road Solihull Warwickshire
		TELEPHONE	056 45611511 (home) 021 656222 (work)

Education

M.A. in Engineering from Cambridge University	1968
Post-graduate Diploma in Management from The London School of Economics.	1979

Work History

Executive in Research and Development Department, Philips (electrical appliances)	1968 - 70
Production trainee, Volkswagen (Birmingham)	1971 - 73
Production Supervisor, Volkswagen (Birmingham)	1974 - 78
Project Coordinator in Volkswagen/Nissan joint-venture project in Tokyo and Birmingham	1978 - 82
Assistant Works Manager, Volkswagen (Birmingham)	1982 -

EXTRACT FROM PSYCHOLOGIST'S REPORT ON BERNARD WHEELER

Mr Wheeler has above-average intelligence. He is a logical person, with good powers of reasoning. He has planned his life carefully and knows where he is going. He is not particularly creative. When put under pressure, he became ill-at-ease, and finally lost his temper. He is devoted to his family. As he says, "They come before everything." He is serious, with no apparent sense of humour. Perhaps this is because he was an only child, and his parents separated when he was young,

*gave long, thoughtful replies; knew a great deal about Victor-
well prepared for interview; a patient man, polite but didn't
take to him very much - not particularly likeable, but showed
strength of character; wishes to leave Volkswagen because of
personality clash with his Works Manager; when questioned on
this he said, "I prefer not to discuss the matter"; main
ambition: to become a company director; in letters of reference,
described as "efficient", "dependable" and "self-reliant".
Note: At the lunch, wife did not shine - nervous, unsure of
herself and of limited conversation.*

Instructions

Working in groups of two or three, analyse the strengths and weaknesses of the two candidates. Decide who should be offered the position, noting the reasons for your choice. Compare your decision with that of the other groups. One of you should chair the discussion.

WRITING

You see the following advertisement in a national newspaper. Write a suitable letter in reply to it and enclose your curriculum vitae.

VICTOR MOTOR COMPANY

ARE YOU INTERESTED IN A CAREER
IN THE MOTOR INDUSTRY?

Owing to the expansion of our UK operations,
we have the following vacancies:

Area Sales Manager (S.W. England)
Publicity Officer
Sales Representatives (Scotland and Wales)
Accounts Executives
Production Controller

We offer competitive salaries and fringe benefits such as
company cars, pension schemes, profit-sharing and
generous relocation allowances.

Write to us saying what position you are interested in and
why we should employ you. Include your curriculum vitae
and current remuneration details.



David Jenkins, Chief Personnel Officer,
Victor Motor Company, Victor House, 117 High Street,
Maybury, Surrey, KT36 5NB

LISTENING



Understanding the main points

Listen to the following conversations and complete the sentences below. (You may wish to make notes as you listen.)

- 1 Mervyn is not satisfied with Peter Martin's work because
- 2 Brian is extremely surprised when Mervyn tells him about Peter Martin because