

# Unit 14

# Training

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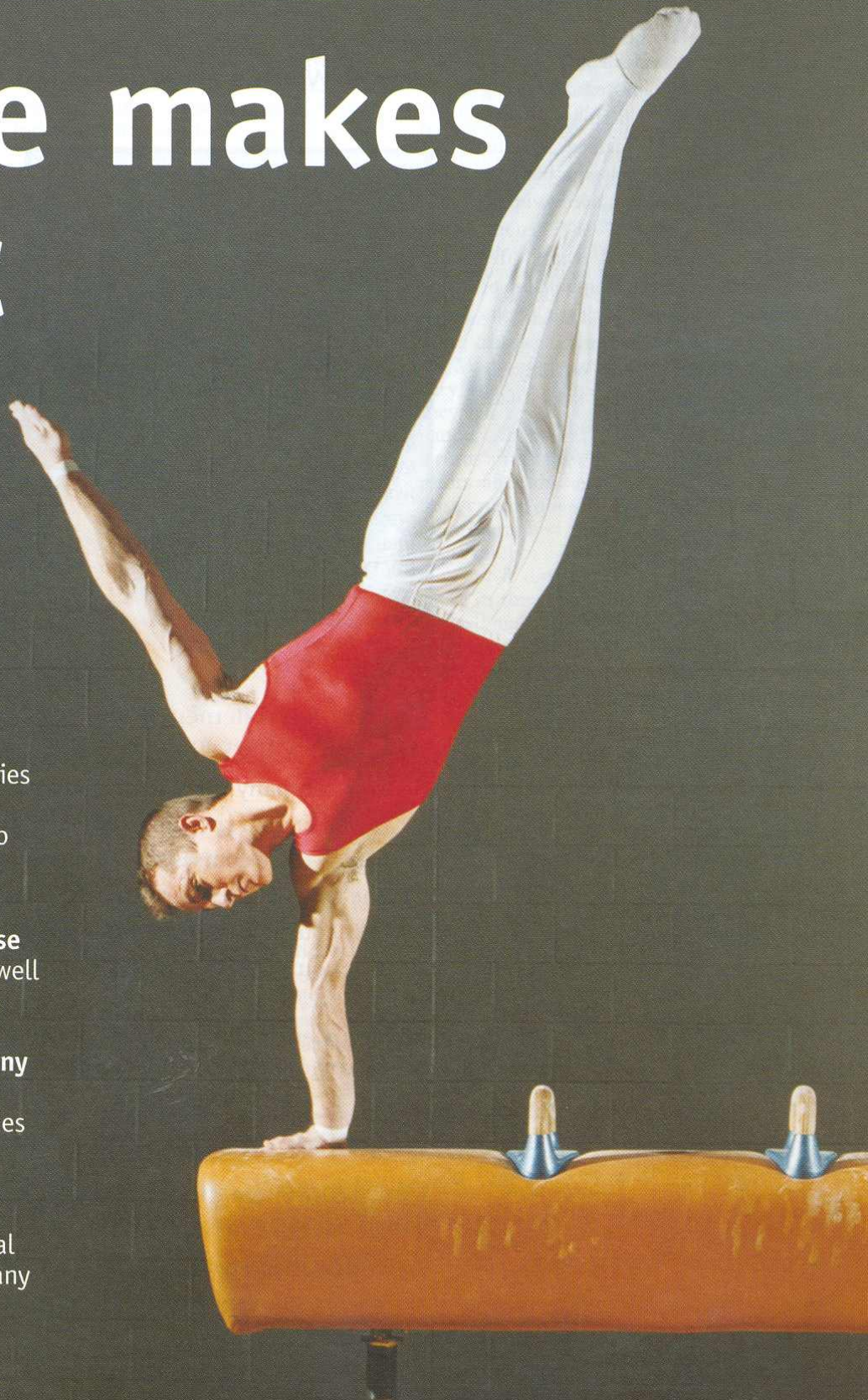
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# Practice makes perfect

## Keynotes

**Professional development** opportunities or **in-company training courses** are offered to working people who need to develop new **skills** to become more competent at their jobs.

The courses usually take place **in-house** or in specialised training **centres**, as well as **online**. Organisations pay for them out of the **training budget**, and the courses generally take place **in company time**. As well as improving business performance, offering staff opportunities for training has a positive impact on **motivation** and **staff loyalty**. It has been proved that staff generally feel greater **job satisfaction** and a personal **sense of achievement** as a result of any training they do.



## Preview Training solutions

**1** Do you think it is important for a company to have a training budget for its staff?

If you had to select a training course in one of the following areas, which would you choose to do? How would you make your choice?

- foreign languages (Japanese, Italian, Russian, Arabic or other)
- computer skills training (Web design, Microsoft Office, Database or other)
- management skills training (Teamworking, Cross-cultural awareness, Presentations or other)

a

### ITD THE INSTITUTE FOR TRAINING AND DEVELOPMENT

Our account directors will help you to define your organisation's exact training needs and will work in partnership with you to develop and manage specific training programmes to suit your business requirements. Whether you need to invest in technical training or general management skills, we can offer experienced trainers and a combination of different courses to suit all levels of the hierarchy. Our customised training leads to ITD qualifications, and our flexible solutions packages include face-to-face and online classes to suit all budgets.

b

### Java Tutor

The selection of instructor-led courses are designed for all computer users: non-programmers, novice programmers and Java professionals alike. We provide a complete range of Java computing solutions, from introductory to expert level. Through hands-on experience – labs, exercises and tutorials – trainees learn to issue programming commands effectively. Special corporate discounts are also available for private classes scheduled for your employees only.

**2** Read the four extracts from brochures advertising training courses. Which ones would appeal to you, and why?

c

### Tanya Becker Group

*Our seminars will help your employees to learn about Stress Management and to apply those lessons to their working lives. Directly inspired by Tanya Becker's award-winning book Stress Remedies, we run courses in companies and organisations of all types and sizes and help hundreds of delegates each year to recognise stress in themselves and others. Participants will focus on Tanya's ten strategies for coping with stress, which will empower them to manage pressure effectively and take control of their lives. The course format ranges from a one-day intensive workshop to regular weekly sessions.*

d

### StageCoach

We provide a unique programme of interactive executive training events, using theatre and drama techniques. Reliving the dramas faced by characters from a range of well-known plays forms the basis of our acclaimed training method, which has been specially designed for executives and senior managers. Working with selected extracts from the works of such famous playwrights as Bertold Brecht and Anton Chekov, participants are invited to take part in debate and discussion, and to perform role-plays on stage. Our seminars and workshops cover a wide range of management issues: ethics and motivation, crisis management, succession planning, and more. Act now and enrol for this unforgettable training event!

**3** Read the statements below and decide which of the institutes or courses they refer to.

- 1 This company gives advice on appropriate training for your staff.
- 2 A well-known specialist designed this course.
- 3 Part of these courses can be completed by computer.
- 4 The course is designed to help managers and high level executives only.
- 5 This course is cheaper if participants are from the same organisation.
- 6 This course uses examples from literature to illustrate business problems.

## Writing

Write an email to your HR manager, asking for permission to attend a training course of your choice. (See *Style guide*, page 20.)

## Reading Motivational training

**1** Read the text on the opposite page about a training organisation called 'Movers and Shakespeares' and answer the questions.

- 1 Which Shakespeare plays does it refer to?
- 2 Why is Shakespeare good for business trainers?

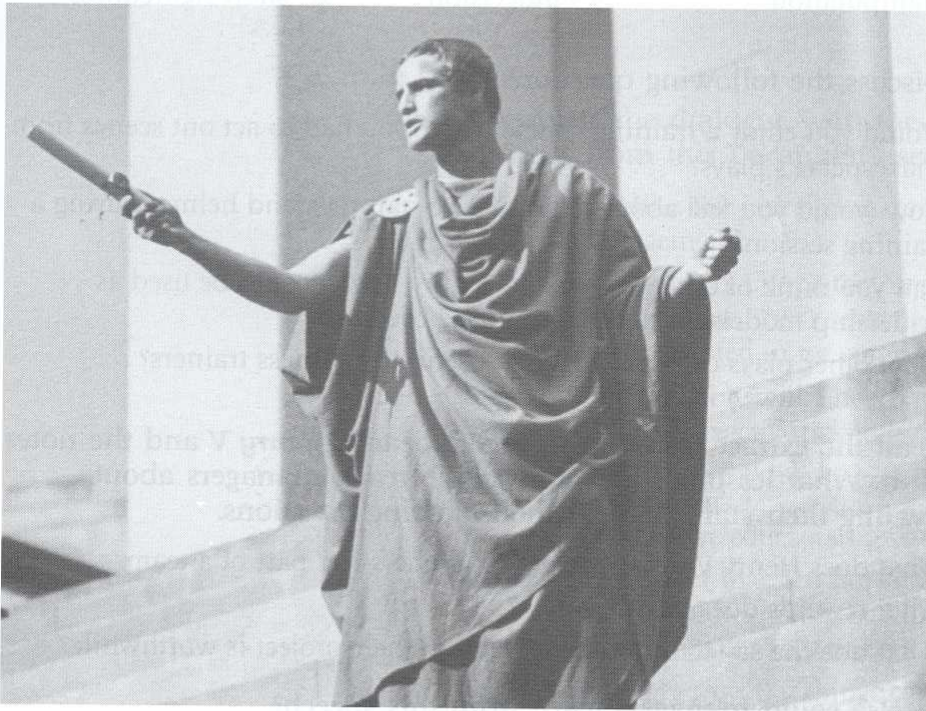
## MOTIVATIONAL TRAINING

# A leadership lesson in Shakespeare

**Dramatic training courses bring dramatic results in the world of business training**

<sup>1</sup> ONE of the executives gathered at the Aspen Institute for a day-long leadership seminar using the works of Shakespeare was discussing the role of Brutus in the death of Julius Caesar. "Brutus was not an honourable man,"

ing his wisdom for profitable ends. None more so than husband and wife team Kenneth and Carol Adelman, well-known as advisers to Ronald Reagan, who started up a training company called "Movers and Shakespeares". They are amateur Shakespeare scholars and Shakespeare lovers, and they have combined their passion and their high level contacts into a management training business. They conduct between 30 and



he said. "He was a traitor. And he murdered someone in cold blood." The consensus was that Brutus had acted with brutality when other options were open to him. He made a bad decision, they said – at least as it was portrayed by Shakespeare – to sanction and lead the conspiracy to murder Julius Caesar. And though one of the executives acknowledged that Brutus had the good of the republic in mind, Caesar was nonetheless his superior. "You have to understand," the executive said, "our policy is to obey the chain of command."

<sup>2</sup> During the last few years, Shakespeare has assumed a prominent place in the management guru field, as business executives and book writers looking for an innovative way to advise corporate America have begun exploit-

40 seminars annually, focusing on half a dozen different plays, mostly for corporate clients, but also for government agencies.

<sup>3</sup> The seminars all take the same format, focusing on a single play as a kind of case study, and using individual scenes as specific lessons. In *Julius Caesar*, for example, Cassius's sly provocation of Brutus to take up arms against Caesar was the basis for a discussion of methods of team building and grass roots organising. The funeral orations provided a basis for a debate about the relative merits of logic and passion in persuasive speech making.

<sup>4</sup> The programmes do conform to certain familiar contours of management training: the day's final exercise always involves each participant reciting "what I

learned" and "what I'll do". But the sessions also include clips from film versions of the play at hand; the Caesar seminar, for example, showed Marlon Brando beseeching "Friends, Romans and countrymen" to lend him their ears. In addition, the Adelmans travel with certain props, and throughout the day executives were prompted to deliver text readings wearing Roman helmets and togas.

<sup>5</sup> Although neither of the Adelmans is academically trained in literature, the programmes contain plenty of Shakespeare tradition and background. Their *Henry V* seminar, for example, includes a helpful explanation of Henry's winning strategy at the Battle of Agincourt. But they do come to the text with a few biases: their reading of *Henry V* minimises his cynicism and more or less excuses his abuse of power. Instead, they emphasise the story of the youth who seizes opportunity and becomes a masterful leader. And at the Caesar seminar, Mr Adelman had little good to say about Brutus, saying "the noblest Roman of them all" couldn't make his mind up about things.

<sup>6</sup> Many of the participants pointed to very specific elements in the play that they felt to be pertinent. Caesar's arrogance, which led to his murder, and Brutus's mistakes in leading the conspirators after the assassination, they said, raise crucial questions for anyone serving in a hierarchy: when and how do you resist the boss?

<sup>7</sup> And it did not escape the notice of those in the room that the conspirators' hurried act of revolt failed to consider its aftermath, the lesson being that thorough planning, for any leader, is paramount. Those who would depose Caesar had, in effect, no exit strategy. In the end, a more philosophical discussion evolved about leadership itself, something the men and women in the room agreed was worth considering more often than they do.

## Glossary

**sanction** officially agree to

**sly** cunning

**grass roots** fundamental or basic level

**beseech** invite

**props** theatrical costumes and scenery (property)

**toga** long robe, item of clothing

**aftermath** period of time after a terrible event

**2 Read the text again and answer the questions.**

- 1 What kind of man did the group of managers think Brutus was?
- 2 In what way was Brutus's planning insufficient?
- 3 What assets do the Adelmans have which have contributed to the success of their training firm?
- 4 Which executive skills do they explore using *Julius Caesar*?
- 5 Which aspects of the training are similar to more conventional management courses?
- 6 What are the virtues of Henry V, according to the Adelmans?
- 7 What did the participants think they should do more often?

**3 According to the text, which of Shakespeare's leaders are guilty of the following faults?**

- |                |              |                     |
|----------------|--------------|---------------------|
| 1 dishonour    | 3 cynicism   | 5 arrogance         |
| 2 manipulation | 4 indecision | 6 short-sightedness |

**Speaking**

**1 Discuss the following questions.**

- 1 Would you enjoy a training course where you had to act out scenes from Shakespeare's plays?
- 2 How would you feel about wearing a Roman toga and helmet during a training session?
- 3 Can you think of other leaders like Henry V who could be used as leadership models on business training courses?
- 4 What other plays or films might be useful to business trainers?

**2 Read the extract below from Shakespeare's *Henry V* and the notes about it. What lessons could this speech teach managers about motivating their staff? Discuss the following questions.**

- 1 What does Henry V say to make the listeners feel part of a team?
- 2 What rewards does he offer them?
- 3 What does he say to make them feel that their project is worthwhile?

**What else could managers learn from this speech?**

*Henry V speaks to his soldiers before they go into battle, and tells them how they will always be remembered if they fight bravely alongside him. He then continues with:*

We few, we happy few, we band of brothers;  
For <sup>1</sup>he to-day that sheds his blood with me  
Shall be my brother;  
This day <sup>2</sup>shall gentle his condition  
And gentlemen in England now <sup>3</sup>a-bed  
<sup>4</sup>Shall think themselves accursed they were not here

**Language notes**

- 1 Shakespeare changes from the plural *we* to the singular *he* to speak about individuals.
- 2 *He will become a gentleman*
- 3 *in bed*
- 4 *will be sorry they were not here*

**Listening 1**

Listen to a trainer who is using this speech to illustrate his course on motivation. Compare what he says with your answers above.

## Vocabulary

1 Put the following words, taken from Preview and the text on page 121, into four groups: Teachers, Sessions, Students, Methods.

seminar    instructor    trainee    case study    delegate    programme  
course    role-play    participant    trainer    tutor

2 Read the text on page 121. Find verb–preposition combinations which have the following meanings.

- (para 3) concentrate on \_\_\_\_\_
- (para 4) comply with \_\_\_\_\_
- (para 6) mention (as important) \_\_\_\_\_
- (para 6) be the cause of \_\_\_\_\_

3 Which prepositions are used with the following verbs?

- result \_\_\_\_\_ , \_\_\_\_\_
- relate \_\_\_\_\_
- react \_\_\_\_\_
- report \_\_\_\_\_ , \_\_\_\_\_

## Practice

Complete the dialogue with the appropriate form of words and phrases from this Vocabulary section.

**Sue:** Hi, Mike. I've just signed up for that <sup>1</sup> course , 'New issues in management'.

**Mike:** Yeah, me too. I hope they're going to <sup>2</sup> \_\_\_\_\_ ethical issues in management. That's something I've been trying to get people around here interested in for some time.

**Sue:** They probably will. I heard the <sup>3</sup> \_\_\_\_\_ are pretty radical people and don't exactly stick to traditional methods. The last time they did sessions here, it <sup>4</sup> \_\_\_\_\_ some pretty dramatic changes. Some people didn't <sup>5</sup> \_\_\_\_\_ them very well and a few of our more conservative colleagues resigned!

**Mike:** I remember that. I'm not sure we need to change things all that much, but it would certainly be nice for <sup>6</sup> \_\_\_\_\_ like us to have the chance to talk about our own particular problems here.

**Sue:** Yes, that's true, but things can get a bit unpleasant if we have to discuss how we <sup>7</sup> \_\_\_\_\_ management – and each other.

**Mike:** I'm not worried about that as long as we don't have to do too many <sup>8</sup> \_\_\_\_\_ like last time – they're sure to ask me to take the part of the CEO again!

## Language check

### Clauses and sentence construction

Many sentences contain several different parts, or clauses, each with its own verb. When the main focus of a sentence is contained in one of the clauses, it is referred to as the main clause. The other clauses are subordinate clauses.

Study this example taken from the text on page 121.

Many of the participants main clause pointed to very specific elements in the play

that they felt to be pertinent. subordinate clause (para 6)

The main types of subordinate clause are explained in the table on the following page and an example is given for each. The third column shows some of the words that are used to connect the subordinate clause to the other clause(s) in the sentence.

Type	Used to ...	Used with ...
relative (see unit 5)	give additional information about something that is referred to a <b>which</b> was conducted over a period of two years	who, which, that ...
conditional (see unit 10)	refer to situations that are possible or hypothetical b <b>as long as</b> they can find an English-speaking representative to do the basic work for them	if, unless, as long as ...
time (see unit 12)	give information about the timing or duration of something c <b>After</b> interviewing several hundred UK export managers	after, before, while, as ...
purpose	indicate the objectives or intentions behind an action d <b>in order to</b> attract the foreign custom they need	to, in order to/that, so that ...
concession	show contrast between two clauses e <b>despite</b> the fact that UK managers have very different opinions about the importance of foreign languages	although, though, despite, in spite of ...
manner	describe the way in which something is done f <b>just like</b> managers in other groups	as if, like ...
result	explain the consequences of actions or developments g <b>and as a result</b> , this group tends to avoid business opportunities	so/such ... (that), so, as a result ...
reason	explain the causes of actions or developments h <b>Since</b> they do a lot of their business in non-English-speaking countries	since, because, as, in case ...



For more information, see page 162.

### Practice

Complete the extract from a report about language training with the example clauses from the table above.

The objective of the BCC's language survey was to analyse the relationship between foreign language use and export performance. <sup>1</sup> After interviewing several hundred UK export managers, the BCC analysed their responses to a standard questionnaire and used this information as the basis for the report. The findings of the survey, <sup>2</sup> \_\_\_\_\_, show that <sup>3</sup> \_\_\_\_\_, they do agree on one thing: English has now established itself as the international language of business.

The study divides UK exporters into four distinct groups:

**Anglocentrics** choose to do business exclusively with countries that have had close historical ties to the UK and a tradition of using English. But this is not a dynamic strategy <sup>4</sup> \_\_\_\_\_ that present themselves in other parts of the world.

**Opportunists** do not like to have any direct business dealings in a foreign language. But they are prepared to consider doing business with non-English-speaking countries <sup>5</sup> \_\_\_\_\_.

**Adaptors** go further <sup>6</sup> \_\_\_\_\_, and that involves making an effort to present product information and sales literature in the local language.

**Enablers** are the most sensitive to linguistic and cultural identity and integrate these two factors in their strategic overview. <sup>7</sup> \_\_\_\_\_, they ensure that information about all aspects of their business operations is available in the national languages of the markets where they are present. However, <sup>8</sup> \_\_\_\_\_, they too are reluctant to actually conduct business in a foreign language.

## Motivating

When people feel motivated by their jobs, it gives them a sense of personal satisfaction, which results in better quality work. Keeping staff motivated is therefore a priority for managers and supervisors. Look at the following phrases, which can be used to motivate people.

- a *We're all in this together.*
- b *This is the last chance I'm giving you.*
- c *I'm offering an additional commission to whoever ...*
- d *It's in everybody's interests to ...*
- e *I'm going to let you handle this.*
- f *You get the business, you get the bonus!*
- g *Come on. You've got to do better than that!*
- h *Would you like to take full responsibility for this?*

Look at the following approaches to motivating people. Match phrases a–h with the different approaches.

- 1 using authority/threats
- 2 establishing a common purpose
- 3 giving people a financial incentive
- 4 empowering people to work autonomously

### Listening 2

Listen to four dialogues. Identify one sentence from each dialogue to add to the list (a–h) above. Indicate which approaches the sentences correspond to.

### Speaking

**1** Which of the approaches in the dialogues above would work for you? Which would you adopt if you were a manager and had to motivate a member of your staff?

**2** Which of the following do you think are motivating?

- knowing that you are part of a team effort
- knowing that the company is concerned about working conditions
- fear of losing your job
- being recognised for what you have achieved
- working for someone who inspires you
- being offered training courses to improve key skills

**3** Work in pairs. Take turns to play the roles of the manager and employee in each of the situations on page 144. As manager, decide which approach you would adopt in order to motivate the employee.

### Culture at work

## Providing incentives

How people react to incentives to motivate them depends on their cultural background. In some cultures, people are mainly motivated by the desire to achieve power and status, while in others there is less focus on individual achievement and more on the interests of the group as a whole. What would motivate people from your culture? What problems could result from proposing the wrong type of incentive?

# Dilemma & Decision

## Dilemma: Allocating the training budget

### Brief

Ashdown and Kennedy, a manufacturing plant, had to take their absenteeism problem seriously when they discovered that on any given day 10 per cent of the factory staff were off sick. In addition to this, high staff turnover was increasing recruitment costs and reducing productivity. They asked People First, a human resources consultancy, to conduct a full study to ascertain the reasons for these problems and to come up with solutions.

The study revealed that the majority of staff complained of poor relations with line managers, who were said to be authoritative and inflexible, and suffered acute stress due to co-worker disagreements and the generally bad atmosphere in the workplace. Some of the staff obviously had genuine ill-health problems, bad backs being the most common, while more had problems caused by poor diet, being overweight and lack of exercise.

### Task 1

In groups, read the extract from the report that People First produced and discuss the benefits and drawbacks of each of the proposals.

### Task 2

Decide which option or combination of options you would choose for the short term and for the long term, and give reasons.

### Task 3

Present your arguments to the class.

### Write it up

Write a short report on the Ashdown and Kennedy problem and how you would solve it. (See *Style guide*, page 28.)

## Decision:

- Listen to what Joyce Moorhead, an HR training consultant, thinks about the options available to Ashdown and Kennedy.

*One of the best ways to retain staff and keep motivational levels high is to provide incentives through training schemes. We therefore propose that you consider the option of implementing an annual training budget of approximately 5% of the payroll for all kinds of different training.*

*Options to consider in your particular circumstances are as follows:*

#### **a) Health and Fitness Awareness Training** for all staff members

##### **Top Health**

- offer courses on occupational health and general fitness awareness (keeping people healthy and showing corporate social responsibility).

*Cost: 30% of budget*

- could provide gym and fitness facilities on the premises, complete with a fitness trainer, for best long-term results.

*Cost: 100% of budget*

#### **b) Stress Management Courses** for all staff members

##### **Key Associates**

- claim that stress-related issues are always the main reason for absenteeism.

- help people to think more positively, manage time, enjoy challenges and enhance relationships with co-workers and managers.

- provide

- intensive one-day stress awareness courses.

*Cost: 20% of budget*

- extensive courses run over several weeks, with a stress consultant available for one-to-one discussions with staff members.

*Cost: 70% of budget*

#### **c) Management Style Training** for all line managers

##### **The Future Manager Consultancy**

- offer tailor-made training courses for line managers.
- propose a course based on developing good listening skills, setting reachable goals, becoming better communicators and working towards flexibility.
- claim that if you provide dictatorial managers with the appropriate training, you will be taking a positive step towards solving staff absenteeism, turnover and health problems.

*Cost: 60% of budget.*