



2



Motivation

Learning objectives in this unit

- Talking about motivation at work
- Making small talk
- Exiting a conversation
- Using question forms

Case study

- Solving staffing problems

Starting point

- 1 Which of these things motivate you in your job?
 - colleagues
 - interesting work
 - gifts for achieving targets
 - promotion
 - training
 - flexible hours
 - money
 - job security
- 2 What else would you add to the list in 1?

Working with words | Motivation at work

1 Discuss these questions.

- 1 What is the difference between 'a reward' and 'an incentive'?
- 2 What different rewards and incentives does your company offer?

2 Read this text. Is it negative or positive about incentive schemes?

Incentive schemes or cash?

Employers often don't know whether to offer **incentive schemes** (such as travel, trips, excursions, social events, merchandise) or cash to help their company achieve its goals. When you ask employees what they want, they generally say 'more money' – but salary increases or **annual bonuses** are not always the best way to **motivate staff**. **Non-cash rewards** such as merchandise and travel can be a far more effective way to **improve performance**, **boost staff morale** and **foster company loyalty**.

Why do non-cash incentive schemes work better?

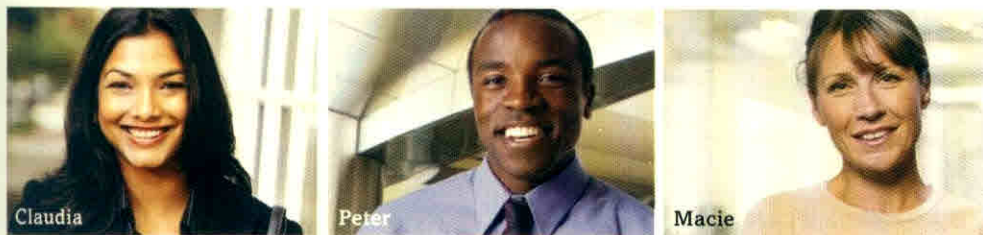
- They provide a lasting reminder of the **achievement** and the positive feelings that go with it.
- They offer rewards that can be shown to others or talked about – and it is socially acceptable to 'boast' about the achievement. The same certainly cannot be said for cash.
- They provide a guilt-free form of reward, often something employees would not otherwise do or buy, whereas they may feel guilty for not spending cash on necessities.
- They have a higher perceived value. The actual cash value is secondary to the **recognition**.
- The employee's family is often involved in the reward selection and the reward chosen may **benefit** the whole family.
- Extra cash in the monthly pay packet disappears into the bank account or wallet. In fact, 72% of people receiving cash rewards use it to pay bills, can't remember what they spent it on, or don't even know they received it!

3 Read the text again and answer questions 1–4.

- 1 What are the advantages of incentive schemes for employers?
- 2 What are the advantages of non-cash incentives for employees?
- 3 What are the disadvantages of cash rewards?
- 4 Do *you* think incentive schemes are better than cash rewards? Why or why not?

4 Match the phrases in bold in the text to these definitions.

- 1 encourage employees to want to work harder: _____
- 2 something done well by your own effort or skill: _____
- 3 make employees feel better about themselves and their work: _____
- 4 praise and reward for something you have done: _____
- 5 make people work more efficiently: _____
- 6 programmes that provide extra rewards for good work: _____
- 7 be useful to someone or improve their life in some way: _____
- 8 bonuses that do not involve money: _____
- 9 encourage commitment to the company: _____
- 10 extra money for good work – added to salary once a year: _____

5 05▶ Listen to three people talking about their jobs and answer questions 1–3.

- 1 What job do they do?
- 2 What benefits, rewards and incentives does their company provide?
- 3 What other factors give them job satisfaction?

6 Which of these words and phrases from audio 05▶ are

- 1 material benefits? *profit-sharing scheme*
- 2 non-material benefits? *fulfilment*
profit-sharing scheme fulfilment company car autonomy feel valued
be acknowledged commission staff discount attendance reward appreciation
on-time bonus compensation plan positive feedback (personal) development
praise satisfaction private medical insurance non-contributory pension plan

7 Work with a partner and discuss questions 1–3.

- 1 Which of the material benefits in **6** are standard in an employment contract in your country? Which are additional benefits?
- 2 How does this vary according to profession?
- 3 How important to you are the non-material benefits? How do they compare to the material benefits?

» For more exercises, go to **Practice file 2** on page 104.

8 Work in small groups. You are partners setting up your own company.

- 1 Decide on the type of company (service or product oriented) and how many employees you will need.
- 2 What benefits, rewards and incentives will you offer to your employees?
- 3 What effects will these have for both the employee and the company?
- 4 How will you make sure your employees receive some of the non-material benefits in **6**?

Business communication skills

Context

A global media company has organized its annual incentive event to reward its most successful members of staff – a one-week cruise. Employees from all over the world have arrived on board and are now meeting on the first evening.

Socializing | Making small talk

- 1 Work in small groups. Read these tips and decide which five are the most useful.

The art of small talk

- 1 Introduce yourself and use a 'tag line', e.g. *Hi, I'm Jules from Munich*. This can get the conversation started as your colleague can ask a question about your home town or your trip.
- 2 When your colleague introduces himself / herself, try to repeat his / her name when you reply, or use their name later in the conversation.
- 3 Break the ice with a comment about a current news story or a remark about the event you're at, its location and the weather.
- 4 Avoid these topics of conversation: your health, your private life, gossip. The best conversation topics are sports, books, theatre, movies, food, museums and travel. Try and find a shared experience or something else you have in common.
- 5 Keep the conversation flowing by not monopolizing the conversation. Ask a question and really listen to your colleague's reply. Then respond with comments from your own personal experience and ask another question.
- 6 Ask open questions which require more than a one-word answer. If your colleague asks a Yes / No question, give some extra information.
- 7 Sounds like *hmm* and phrases like *Really* can be used to indicate that you are listening and interested, and will encourage your colleague to tell you more.
- 8 Share information about yourself but keep it positive. People don't like colleagues who are negative, depressed or who complain a lot.
- 9 Remember your exit strategy. Have some phrases ready for excusing yourself politely and moving to another group of people, e.g. *It was nice talking to you. I'll see you later. A transition word like Well ... can also communicate that it's time to stop.*
- 10 If you've enjoyed talking with your colleague, tell them so, e.g. *I've really enjoyed talking with you. I hope we have the chance to talk again soon.* Leave a positive final impression with a smile and strong handshake.



Tip | well and so

Use *well* to introduce a comment or a piece of information in a conversation.

Use *so* to indicate you're changing the direction of the conversation.

A *Are you here with colleagues?*

B *No.*

A *Well, you'll soon get to know people. So, would you like another drink?*

- 2 06▶ Read the *Context* above. Listen to four conversations from the first evening of the cruise. Work with a partner and answer questions 1–2 for each conversation.

- 1 Which of the tips in 1 are used or not used?
- 2 Is the conversation successful or unsuccessful? Why?

3 06▶ Listen again and answer questions 1–8.**Conversation 1**

- 1 What does Harry say to start the conversation?
- 2 What phrases does he use to end the conversation?

Conversation 2

- 3 What does Paolo say to start the conversation?
- 4 How does Sonia respond?

Conversation 3

- 5 What two phrases show that the speakers are interested in what the other person has said?

Conversation 4

- 6 What phrases do Adriana and Adam use to greet each other?
- 7 How does Adriana show that she is listening?
- 8 What does she say to end the conversation?

4 07▶ Listen to a second conversation Adriana has later in the evening. This time the conversation is successful. Number these phrases 1–12 in the order you hear them. How do the phrases help the conversation flow?

- | | |
|-------------------------|------------------------------|
| — a Don't you ... | — g In fact ... |
| — b ... by the way? | — h So ... |
| — c Well ... | — i I see. |
| — d What a coincidence! | — j That sounds interesting. |
| — e So ... | — k Well ... |
| — f Really? | — l Apparently ... |

» For more exercises, go to **Practice file 2** on page 104.

5 Work with a partner.

- 1 Read conversations 1 and 4 in audio script **06▶** on page 151.
- 2 Discuss what each speaker could say to make the conversation more successful.
- 3 Use your ideas in 2 to have the two conversations.

6 Work with a partner and have a conversation. Keep the conversation going as long as possible. Discuss as many of these topics as you can.

- | | | |
|-----------------------|----------------|---------------------------------|
| • hobbies | • TV / cinema | • work |
| • education | • vacation | • news |
| • sport | • other people | • family |
| • an interesting fact | • food | • an enjoyable excursion nearby |

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Key expressions**Starting a conversation**

Hi, I don't think we've met.
Hello. It's (Adriana), isn't it?
Hello, I saw you ... but I didn't have a chance to speak to you.
I'm ...
Hello / Hi, I'm ... (from / based in ...).
Is this your first (company event)?
I thought I might see you (here).
How lovely to see you here.
How are things?

Showing interest

Really?
I see.
What a coincidence!
That's amazing!
That sounds interesting.
Oh dear ...
Oh, I'm so sorry to hear that.

Keeping a conversation going

By the way ...
Well, ...
Apparently ...
I've heard ... – is that true?
In fact ...
So ...
Don't you ...?

Ending a conversation

See you later.
It's been nice talking to you.
Look, I have to go. Catch you later.
You don't mind if I go and get myself (a coffee)?

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» Phrasebank

Practically speaking | Exiting a conversation**1 08▶ Phrases 1–5 below might seem a little rude if used on their own to exit a conversation. Listen and make a note of the follow-up phrases used to make them more acceptable.**

- 1 Is that the time?
- 2 I promised to meet someone else.
- 3 I'm going to get some food.
- 4 Is that James over there?
- 5 Look, I really don't have time to chat at the moment.

2 Work with a partner. Turn to File 02 on page 136 and choose two of the situations each. Have one or two minutes of small talk, then exit the conversation appropriately. Refer to the *Useful phrases* on page 134.

Language at work | Question form review

1 Read these questions from audio 06▷ and 07▷. Match them to categories 1–4. (Some questions match more than one category.)

- a Where do they come from?
- b ... is that true?
- c Who did you come with?
- d Don't you live in Italy?
- e Have you spent much time in India?
- f You're from Calcutta?
- g Who told you?
- h It's Adriana, isn't it?
- i Dinner was fantastic, wasn't it?

- 1 Starting a conversation: _____
- 2 Finding out information: _____
- 3 Checking or confirming information: _____
- 4 Showing surprise: _____

2 Look at the questions in 1 again. Answer these questions.

- 1 What is the usual word order for *Wh-* and *Yes / No* questions?
- 2 In which question, c or g, is *who*
 - the subject of the question?
 - the object of the question?
- 3 How can a statement be made into a question without changing the word order?
- 4 What answer is expected to questions h and i?

» For more information and exercises, go to **Practice file 2** on page 105.

3 Work with a partner. Think of questions to ask in these situations.

- 1 Your company is sending you to work in Hong Kong. You want to know about travel plans and accommodation.
- 2 You are about to order a product and want to check these details are correct:
Price: €200 / Delivery: 5 days / Delivery charge: €8 / Guarantee: 1 year
- 3 You're at a conference and meet someone who went to the same college as you.
- 4 You're waiting for an interview and make conversation with the person next to you.

4 Question tags are often used to start a conversation or keep it going. Work with a partner. Add a question tag to these conversation openers and statements. Reply with a suitable comment (not just *yes* or *no*).

Example: A Everyone enjoyed themselves, didn't they?

B Yes, it was a great party.

- 1 That wasn't a very interesting presentation.
- 2 The negotiations have been going pretty well.
- 3 The manager was in a good mood today.
- 4 The meeting won't finish late.
- 5 Emily's looking tired these days.
- 6 You're going to Alpbach tomorrow.
- 7 Ken can't speak Japanese.
- 8 Nobody got here on time today.

5 Work with a partner. Student A and Student B turn to File 07 on page 137. Take turns to ask and answer questions about a tourist attraction.

② » Interactive Workbook » Exercises and Tests

Tip | Question use

Use questions to start and develop conversations in social situations

- to find out information about the other person
- to check or confirm information
- to show surprise (or other emotion)
- to encourage a response.

Solving staffing problems

Background

Improving staff morale at Palmate Hellas

Palmate Hellas is the Greek subsidiary (270 employees) of an international company specializing in household products. The company has quite a loose structure, which worked well when it was first introduced. Each department is responsible for its own personnel and has a budget allocated to it each year for new hires and personal development. There is quite a difference between departments' priorities for spending their budget and sometimes personal development is not as promoted as other areas. HR is reported back to on

an annual basis and it has an advisory role, enforcing policies and guidelines and only intervening in staffing issues when necessary. The one policy which is enforced company-wide is that of fixed working hours. Over the last five years, Palmate Hellas has had to deal with high staff turnover and absenteeism in particular departments. The company has decided to carry out an employee satisfaction survey (to find out what staff think about the company) with a view to reducing staffing problems.

Discussion

- 1 What are some reasons for low staff morale and motivation in companies?
- 2 How important is it for companies to have guidelines in place to ensure their employees are kept motivated? What examples do you know of?
- 3 What reasons could there be for the staff's lack of motivation at Palmate?

Task

Work in groups of four. Student A, turn to File 05 on page 137. Student B, turn to File 10 on page 138. Student C, turn to File 30 on page 144. Student D, turn to File 41 on page 147.

- 1 Read the information in your file from Palmate's employee satisfaction survey.
- 2 Ask and answer questions in your group to complete this table.

Prospects / Training

Communication

Middle management comments

Working conditions

- 3 Discuss what could be done to solve the company's staffing problems.
- 4 Draft a list of priorities and present these to the class. Choose the five best ideas.
- 5 Turn to File 46 on page 148 to find out what changes the company actually implemented.

The Expert View

Staff morale and productivity are linked in complicated ways. Employees want to know that they are respected by the organization and are being treated fairly. Increasingly, organizations understand the need to address issues such as quality of working life and work-life balance. This is done through a package of benefits as well as pay – these may include flexible working, training provision and other innovations. Whilst company-wide policies need to be consistently and equitably applied, the key is to treat everyone as an individual, with their own circumstances, needs and desires. This will enhance their self-esteem, improve competence and aid their contribution to the effectiveness of the organization.

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Case study