

1.2 Vocabulary Behavioural competencies and setting goals

 1:07

- Jill:** OK, Tony, let's move on. Have a look at the list of behavioural competencies. Which do you think you've demonstrated over the last few months?
- Tony:** Well, this is the first time that I've had to coordinate a group of people. I've done a lot of work with my team over the last six months. This has all been quite new for me and it's been challenging but also really rewarding.
- J:** What aspects have you found particularly useful, or satisfying?
- T:** Well, organizing the promotional campaign for the European tour for the Bosnian group was a lot of fun. It was tough, but I felt we achieved a lot given that it was all quite last minute, and the musicians weren't easy, as you know.
- J:** Yes, OK. I think you had a lot of support from your colleagues on that, didn't you?
- T:** Yes, the team were great, working all hours, especially Hannah, who's so new to the job. I think she really rose to the challenge of dealing with the press.
- J:** That was good. She's doing well. How did you make sure she was given all the support she needed?
- T:** Well, we had regular update meetings every week so that she could tell me about any problems or concerns she had. I also always made sure that I was available for her when she needed me; she found it really difficult in the beginning to assert herself and not let the journalists get the upper hand. She would often come to me and we would work together on what she was going to say to them.
- J:** Yes, that seems to have been a strategy that worked. Was there anything that you don't think you handled particularly well with regards to the Bosnian project?
- T:** In the beginning, as I said, it was all quite last minute – I was always so busy dealing with other stuff, you know, juggling all the other projects, that I found it really hard to plan ahead.
- J:** Can you think of a specific example?
- T:** Yes. The one that sticks in my mind the most was when I was trying to arrange the transport for the French leg of their tour. At one point I got so far behind that we almost had to rearrange a couple of their concert dates because I had forgotten to book their accommodation for the next town. Karla had to spend a lot of time on the phone calling hotels so that they had somewhere to stay. I dread to think where they might have ended up staying! It could have been really embarrassing.
- J:** Yes, I understand, Tony. What do you think would help you in this ... ?

1.3 Grammar Tense, aspect and voice

 1:08

- Ed:** So, what have you been up to since I last saw you?
- Jon:** Oh, hasn't anyone told you? I have decided to go for promotion. You know, for the new Area Manager job.

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

1.4 Management skills Self-awareness and communication

 1:09

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

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

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

 1:10–1:14

- 1**
- A:** OK, shall I have a go at this?
- B:** Be my guest.

- A:** Well, I have to confess that I sometimes tend to panic, you know, if it all becomes too much. I get very stressed out.
- B:** You're kidding! You always seem so cool, calm and collected!
- 2**
- A:** Would you like to take this one?
- B:** Sure. But, frankly, I'm more used to success. Hm. How do I cope? I've never really thought about it that much; let me see ...
- 3**
- A:** How motivating is it? I haven't the slightest idea! I've never had enough to tell!
- B:** Mm. Personally, if I'm totally honest with myself, I'd have to say, *very*.
- A:** It can't buy you love!
- B:** No, it can't. But it does make the world go round, doesn't it?
- 4**
- A:** OK, your turn.
- B:** I'll pass on this one, if you don't mind.
- A:** No, of course not. Hm. What don't I like about myself? That's not easy to answer.
- B:** Let's leave that one, shall we?
- A:** Yeah, good idea.
- 5**
- A:** Wow, that's a long way in the future! I honestly haven't got a clue! How about you?
- B:** I'm not sure. If you really pushed me, I suppose I'd say I hope I'll be working in a large company, a multinational, perhaps somewhere abroad ...
- A:** ... and earning megabucks!
- B:** Am I really so transparent?

1.6 Case study The glass ceiling

 1:15

- Ruben:** So how is Gemma taking it?
- Steve:** Well, not great. She's pretty angry, to be perfectly honest. I mean, let's face it, what else does she have to do to get the job? If she was a man, we'd be begging her to take it!
- R:** Steve, you know as well as I do that the boss will never agree to a woman Marketing Manager. You can sing Gemma's praises as much as you like, but you're not going to change his mind.
- S:** So even if she does the MBA, you reckon it won't make any difference?
- R:** 'Fraid not; not here, anyway. But between you and me, I wonder if she's really ready.
- S:** Why not? You said yourself it would give her the marketing know-how she needs.
- R:** Yeah, it's not that. I just feel she lacks maturity – you know, the way she tends to rush into things. I know you Americans are obsessed with efficiency, but there are limits!
- S:** That's a little below the belt, isn't it, Ruben? Anyway, she's half Spanish, as you well know! OK, I agree, she's a self-starter, and she's not always very patient. But she's very intuitive: when she knows she's found the right solution, she just goes for it!
- R:** Intuitive, yes ... but not always very logical. I'm not sure how well she really thinks things through. You've got to be able to argue your case on an MBA – it'd certainly take her out of her comfort zone. But at the end of the day, I'm not convinced she