



# ENGLISH

FOR

# BUSINESS

*Building Your English Skills in Business Context*

**WORKBOOK**

MARIA Y. D. HAYU AGUSTINI  
WIJANTO HADIPURO



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in Business Context**

**Edisi 2**

**Workbook**

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## **FOREWORDS**

For many people English is considerably difficult. Even though they have learnt for years, they still think that their skills do not improve significantly. Considering English as a skill, they may lack of practices.

Here we want to put English as a skill and not as knowledge. Therefore, practicing is the key for succeeding in learning English. Practice and practice is the recipe. Accordingly teaching English shall give the students more practices.

This book is intentionally a workbook for students studying English for business. The book is specifically to build skills in English that covers grammar, reading, writing, and speaking/ listening skills. The materials are compiled with or without adaptation from many resources that are found suitable for the purpose.

A chapter discusses a topic that is considerably a common mistake in each skill. Ice breaking is provided in beginning of each chapter in order to give impression that English is fun. This is to prepare students to be mentally ready to study English. Then, relevant concept to the topic is discussed in order to give students basic knowledge needed to understand the topic. Students then can apply the concept on the exercises provided accordingly. Assignment is to enhance the skill of the students on the topic.

Such outline is to emphasis on the importance of practicing through exercises and assignment. We hope this book can help those who want to improve their English in especially business context.

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**PART 1**  
**BUILDING SKILLS IN GRAMMAR**

# CHAPTER 1

## KNOWING YOUR SKILLS

### ICE BREAKING

---

#### INTRODUCE YOURSELF

*Introduce yourself to other classmates: what your name, what you do, what you are studying, where you work or go to school, etc. The others may ask one or two more information.*

#### INTRODUCING YOURSELF

---

##### 1. Introducing yourself

- |             |           |                 |
|-------------|-----------|-----------------|
| ➤ My name's |           | Agusta Pradipta |
| ➤ I'm       |           |                 |
| ➤ Hi,       | I'm       |                 |
| ➤ Hello,    | my name's |                 |

More formally

- |                            |  |             |  |                 |
|----------------------------|--|-------------|--|-----------------|
| ➤ Let me introduce myself. |  | My name's   |  | Agusta Pradipta |
| ➤ How do you do?           |  | I'm         |  |                 |
| ➤ It's (very) nice         |  | to meet you |  |                 |
| I'm (very) glad            |  |             |  |                 |
| How do you do?             |  |             |  |                 |

## 2. Asking for repetition

- Sorry, | what's | your | first name | again?  
          | what was |           | name
- ❖ It's | *Agusta,* | but please call me *Adip*  
      | *Agusta Pradipta*

## 3. Asking someone's occupation

- What do you do, *Adip*?
- ❖ Well, I'm | a student at Unika  
              | a trainer  
              | a sales manager
- And what about you?
- ❖ I work for | a consultant company  
              | PT. Lautan Biru

## 4. Asking for more information

- What are you studying?
- What school do you go to?
- What company do you work for?
- What do you do there actually?

## Small Practice in Writing

*In a pair, get to know each other deeper by asking more information that is personal. Then, write down a paragraph about the partner in a paper.*

## **READING in BUSINESS ETHICS**

---

*Read the following article and discuss the questions provided below.*

### **Ethical Issues in Maximizing Profit**

When you start a for-profit business, making as much money as possible is probably a goal. Similarly, any partners, financial investors or creditors would like you to maximize profits. However, it is important to weigh profit objectives with potential ethical issues at the onset of your operation to avoid public backlash and negative long-term implications.

### **Customer Transparency**

Many of the ethical issues in profit maximization center on customers, given that they directly provide the revenue you need to earn a profit. Profit maximization dictates that you attract customers and create sales at all costs. However, ethical demands suggest you need to operate with honesty, transparency in marketing and a more customer-centric attitude. In the short-term, you may miss sales by being honest. However, building a reputation for integrity and customer-friendliness can benefit you with increased customer loyalty and higher long-term profit as a result.

### **Community Relationships**

Profit maximization also suggests that your best move in a community is to figure out how to get the best location, tap into all possible subsidies and give little consideration to how your money-making



endeavors affect the local area in which you operate. Ethically, this isn't a good way to build a favorable reputation with community leaders and citizens. Instead, communities typically expect companies to get involved in local activities and events and to give back in some way for the financial benefits they receive, even if that may take some revenue away from the bottom line.

### **Fair Employment**

Labor is one of the most significant costs to a business and costs impede profit. Thus, profit maximizers pay the lowest possible wages, cut corners on benefits and may even hire illegal workers or fail to pay for overtime. Aside from the legal implications, creating a work environment that is unfair for employees fails the ethics test. Along with basic compensation factors, companies also must promote a non-discriminatory culture. Paying for safety training and equipment can also eat into profit, but ethics require you need to provide the safest operation possible for your workers.

### **Partner Integrity**

Business associates and partners that support your profit-generation also have some ethical expectations. First, they expect that you operate with integrity to avoid indirectly damaging their reputations. Additionally, your suppliers expect that you communicate honestly, don't use their products for unethical purposes and pay your bills on time. Treating suppliers fairly may cost more initially, but strong

supplier partnerships can provide benefits to your operation and brand in the long-term.

---

Source: Neil Kokemuller, Demand Media, Azcentral web page, Retrived from <http://yourbusiness.azcentral.com/ethical-issues-maximizing-profit-5711.html> at 27 January 2016

### **Discussion Questions**

1. What importance of weighing profit objectives with potential ethical issues?
2. What are the four potential ethical issues that may occur in weighing profit?
3. Why customers are the center of the ethical issues in profit maximization?
4. What are acceptable ethical endeavors in profit maximization as expected by communities?
5. What are possible actions to employees that fail the ethical conduct?
6. What do the business partners expect in the efforts of maximizing profit?

### **ASSIGNMENT**

- 
1. Find new words (words you do not know the meaning) from the article
  2. Find out the meaning of each from dictionary
  3. Write them in a note and submit it next week

## CHAPTER 2

### EXPLORING A SENTENCE

#### ICE BREAKING

---

#### WORD ESTAFET

*Purpose: add vocabularies*

- The teacher divides the class into two groups.
- The teacher asks a student from each group to write a word on the white board.
- The next students from each group have to write another word starting with the last alphabet of the previous word.

For example: neveR → Race → Elevate → Eat → Team →  
Mattress → ... and so on

- Continue this until all students get their chance. Students can be grouped into two or three groups with each group has same number of students. The groups compete each other by giving all the members a chance. Group that can finish faster is the winner.
- Discuss words that are new for the students.

## ELEMENTS OF GRAMMAR IN A SENTENCE

---

### 1. Parts of a Sentence

In general, a sentence comprises mainly of subject and predicate.

- Subject

Subject is the doer of an action; the being or thing about which a statement is made.

➤ *The director attends the meeting*

- Predicate

Predicate is verb form, which expresses the action of the subject; the verb and all the words and modifiers that follow subject.

➤ *I like the product*

➤ *She is a successful entrepreneur*

It is divided into two:

- Auxiliary as operator: be (am, is, are, was, were), have, must, can, will, etc.
- Predication

The figure 1 illustrates the parts of a sentence.

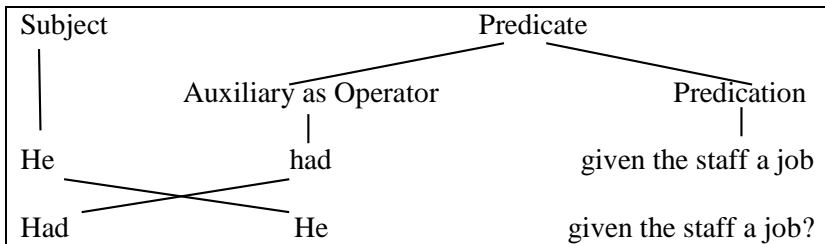


Figure 1. Parts of a Sentence

## 2. Sentence Elements

The elements of a complete sentence are SUBJECT (S), VERB (V), COMPLEMENT (C), OBJECT (O), and ADVERBIAL (A)

Examples:

- a. Joan (S) carefully (A) selected (V) the team member (O)
- b. The girl (S) is (V) now (A) a supervisor (C) at a large company (A)
- c. He (S) had given (V) the staff (O) a job (O)
- d. She (S) saw (V) that [it (S) rained (V) all day (A)] (O)\*
- e. That [she (S) did (V) the task (O) correctly (A)] (S) pleased (V) him (O) enormously (A)

Below discusses each element of SVCOA.

### 2.1. Complements and Objects

- Object:

Object is something thrown in the way or that is sought for.

It can be direct object (Od) and indirect object (Oi). Od must always be present if there is an Oi in the sentence.

➤ *He had given the staff (Oi) a job (Od)*

- Complement:

Complement is to complete or fill up verb. It can be subject complement (Cs) or object complement (Co).

➤ *The girl is now a supervisor (Cs) at a large company*

➤ *They make him the chairman (Co) every year*

## 2.2. Verb

Verb expresses a state or an action. It can be categorized into several ways:

### Category of Verb 1

- **Intensive verbs** have subject complement
  - *The girl is now a supervisor (Cs) at a large company*
- **Extensive verbs** have no subject complement
  - *It rained steadily all day* (see intransitive)

### Category of Verb 2

- **Intransitive verbs** do not permit any of the four object and complement types.
  - *It rained steadily all day*
- **Transitive verbs** take a direct object or permit an indirect object.
  - *The director conducted a meeting (Od) in the morning*
  - *He had given the staff (Oi) a job*

### Category of Verb 3

- **Progressive verbs** indicate actions that are aiming at progress or moving forward
  - *Joan carefully searched the place*
  - *Joan was carefully searching the place*
- **Non-progressive verbs**
  - *The girl is now a supervisor at a large company*

It is not possible to use the progressive in

➤ *The girl is now being a supervisor at a large company*

When verbs do not admit the progressive, they are called STATIVE. When they admit it, they are called DYNAMIC.

### 2.3. Adverbial

Adverbial is expression of an adverb. Adverb is a word that qualifies a verb, an adjective or another adverb.

Categories of adverbial

- Time
  - *The girl is now a supervisor at a large company*
- Place
  - *The girl is now a supervisor at a large company*
- Process → dynamic
  - *Joan searched the place carefully/slowly/noisily/without delay*

If these adverbials are inserted in sentences with STATIVE verbs, they will be unacceptable

➤ *Joan knew the answer carefully/slowly/...*

### 3. Types of Sentence Structures

The figure 2 presents types of sentence structures. The types denoted by number 1 to 8 show application of each element.

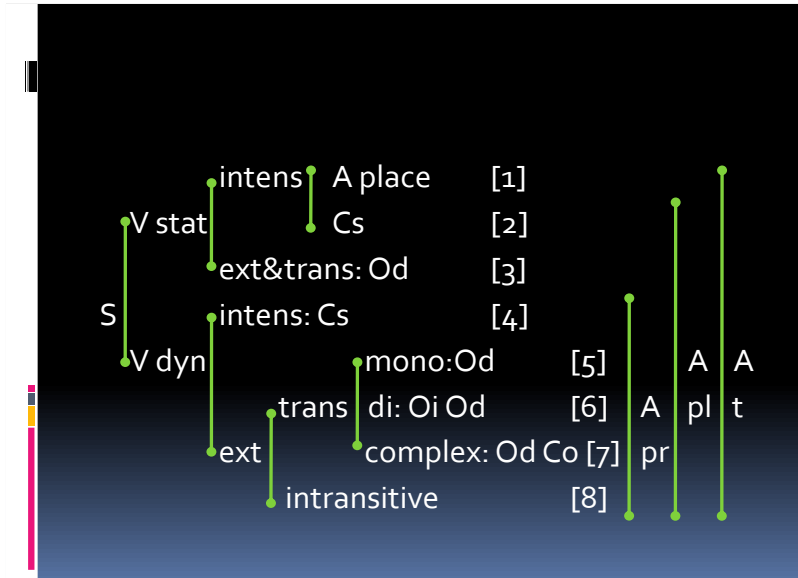


Figure 2. Types of Sentence Structure

### Small Exercise

Identify type of each sentence below based on eight types in the diagram above.

1. She is a chairman (in Jakarta) (now)
2. She is in Jakarta (now)
3. The brand (gradually) became famous (in the world) (during the 1990s)
4. Jeremy heard the explosion (from his office) ( when he was working on the project)



5. He offered (her) some suggestions (politely) (outside the office) (before the meeting)
6. They ate the food (hungrily) (in the canteen) (that day)
7. The orders had arrived (quickly) (at the factory) (before we notice it)
8. They elected him director (without argument) (in Jakarta) (this morning)

### **Practice<sup>1</sup>**

*Complete the following sentences with the correct form of the underlined word.*

1. analyze
  - a. By ..... their results in some detail, the professors were able to reach some interesting conclusions.
  - b. Investment ..... evaluate the investment merits of different stocks and shares.
  - c. If you work in financial management, you probably need to have an ..... mind.
2. bankrupt
  - a. During a recession, it is not uncommon for people to face .....

---

<sup>1</sup>Taken from David Cotton and Sue Robbins, Business Class, Course Book. Longman, p.88.

- b. We are almost ..... because two of our major customers can't pay us.
3. bureaucracy
- a. Government departments, hospitals, and other large organizations can be very .....
  - b. .... seem to enjoy giving you masses of paperwork to deal with.
  - c. "Red tape" is a derogatory term of excessive .....
4. character
- a. Fast growing firms are often ..... by a strong corporate culture.
  - b. The ..... of an organization is formed, to some extent, by its leader.
  - c. What are the ..... of a weak corporate culture?
5. economy
- a. What sort of ..... system do you have in your country?
  - b. Strict financial controls ensure that an organization's resources are used .....?
  - c. Some countries have a mixed ..... while others have a high degree of state control.

6. innovate

- a. Sony has always been seen as an ..... in the field of hi-fi equipment.
- b. In certain area of business – for example, high fashion – it is important to be ..... and keep coming up with new styles and original designs.
- c. .... or stagnate!

7. research

- a. Cambridge University has a worldwide reputation in the field of scientific .....
- b. Pierre works in our R&D department. He's of ten .....
- c. The effects of the factory environment on shop floor workers have been extensively ..... by a well-known industrial psychologist.

8. theory

- a. Higuchi is an impressive and entertaining ..... – we enjoy listening to his ideas.
- b. The study was largely ..... and therefore of limited value of us.
- c. In ..... there's no reason why we couldn't produce such a revolutionary product, but the costs would probably be prohibitive.

## **READING in MARKETING MANAGEMENT**

---

*Students read the following passage for the class. Each reads one or two paragraphs so more students can have the opportunity to read.*

### **Marketing: Creating and Capturing Customer Value**

Marketing is the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return. The marketing process involves five steps. The first four steps create value for customers. First, marketers need to understand the marketplace and customer needs and wants. Next, marketers design a customer-driven marketing strategy with the goal of getting, keeping, and growing target customers. In the third step, marketers construct marketing programs that actually deliver superior value. All of these steps form the basis for the fourth step, building profitable customer relationships and creating customer delight. In the final step, the company reaps the rewards of strong customer relationships by capturing value from customers.

Outstanding marketing companies go to great lengths to learn about and understand their customers' needs, wants, and demands. This understanding helps them to design want-satisfying market offerings and build value-laden customer relationships by which they can capture customer lifetime value and greater share of customer. The result is increased long-term customer equity for the firm.

The core marketplace concepts are needs, wants, and demands; market offerings (products, services, and experiences; value and satisfaction; exchange and relationships; and markets. Wants are the form taken by human needs when shaped by culture and individual personality. When backed by buying power, wants become demands. Companies address needs by putting forth a value proposition, a set of benefits that they promise to customers to satisfy their needs. The value proposition is fulfilled through a market offering, which delivers customer value and satisfaction, resulting in long-term exchange relationships with customers.

---

*Source: taken from Philip Kotler and Gary Amstrong, 2014, Principles of Marketing, Essex: Pearson Education Limited, p.51-52*

### **Discussion Questions**

1. Write down your answers of the following questions briefly using correct structure of sentence.
  - a. Define marketing
  - b. Outline the steps in the marketing process
  - c. Explain the importance of understanding of the marketplace and customers
  - d. Identify the five core marketplace concepts.
2. Identify the elements of each sentence (S, V, C, O, A) of your answers.

## MARKETING TERMS

Match each word on the left with a word on the right to form ten common marketing expressions. Then use these expressions to complete the sentences below.

<ul style="list-style-type: none"><li>• Brand</li><li>• Consumer</li><li>• Marketing</li><li>• Advertising</li><li>• Core</li><li>• Premium</li><li>• Market</li><li>• Price</li><li>• Special</li><li>• Brand</li></ul>	<ul style="list-style-type: none"><li>• Plan</li><li>• Brand</li><li>• Offer</li><li>• Loyalty</li><li>• Share</li><li>• Product</li><li>• Brands</li><li>• Campaigns</li><li>• Awareness</li><li>• Promotions</li></ul>
--	--

1. .... are important brand-building activities.
2. Marketing tactics such as ..... aims to boost sales quickly.
3. Because of their association with quality and status, ..... often cost a bit more.
4. During a sale in a department store, many goods are on .....
5. The danger with brand-stretching is the damage that can result to the ..... If it is not successful.
6. A good ..... will guard the long-term interests of the brand it is promoting.
7. Launching a new ..... onto the market is a costly and risky business.

8. Customers who always buy the same brand of goods are showing .....
9. .... is a measure of how well-known a product is in the market place.
10. In some sectors, the competition between companies for ..... is fierce.

### **ASSIGNMENT**

---

*Do the assignment in group.*

1. Pick two sentences from each paragraph in the passage (you may select one that is simple).
2. Identify the elements of each sentence (S, V, C, O, A).

# CHAPTER 3

## TENSES

### ICE BREAKING

---

#### CREATE A SENTENCE

*Purpose: use correct tense*

- The teacher asks 5 students for each of them to write a word on the whiteboard
- Students are then asked to create a sentence using the five words
- Some students write their sentence on the whiteboard
- The class discusses the sentences in term of the elements of grammar and tenses

### TENSES

---

- The tense of a verb indicates the time when the action of the verb takes place.
- There are six tenses in both the active and passive voice:
  1. Present tense
    - *You stay*
    - *It is done*



Permanent true facts are usually expressed in the present tense, no matter what the tense of the main verb.

➤ *In the old days people did not believe that the earth is round.*

## 2. Past tense

➤ *You stayed*

➤ *It was done*

## 3. Present perfect tense

➤ *You have stayed*

➤ *It has been done*

## 4. Past perfect tense

➤ *You had stayed*

➤ *It had been done*

## 5. Future tense

○ is usually used expressed by the verbs *shall* and *will*.

➤ *You will/shall stay*

➤ *It will/shall be done*

○ After the future tense in the main sentence, the verb in the following dependent clause is in the present

➤ *You will stay as the show starts (not will start) soon*

## 6. Future perfect tense

○ is generally used to refer to a continuing state or action which will be completed in the future

➤ *You will have stayed here six months next week*

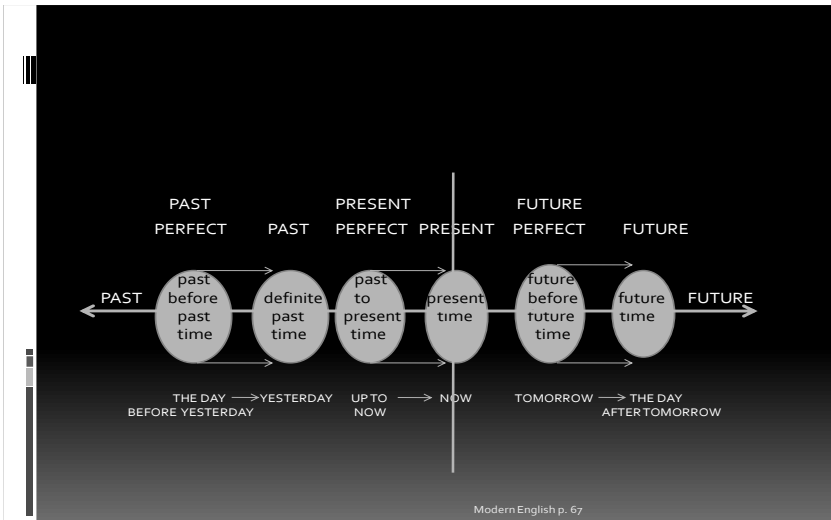
➤ *It will/shall have been done*

Each tense can also have a progressive form

➤ *I am studying*

➤ *It is being done*

Figure 3 shows time perspective of the tenses in a continuum so we can understand them better.



Source: Marcella Frank (1997), *Modern English A Practical Reference Guide*, Prentice Hall, Inc.

Figure 3. Continuum of Tenses

- Tenses are used to show time relationship in a sentence. The substitution of one tense for another can provide subtle changes of meaning in a sentence.

- *I think I know the place* (the whole situation is in the present)
  - *I thought I knew the place* (the whole situation is in the past)
  - *I think I knew the place* (present consideration of a past situation)
  - *I thought I had known the place* (a past reference concerns a situation preceding it).
- Tenses should be used consistently in one context, that is, if the main verb is in the past tense, the verbs following should also be in the past tense.
    - *Dita said that she had* (not have) *to go to the office because she wanted* (not wants) *to attend the meeting.*

### **Small Exercise**

*In the bracket below, choose the proper word to make a correct sentence.*

1. I (done/did) it yesterday
2. Have you (write/written)?
3. The discussion have (froze/frozen)
4. He picked up the product and (slinged/slung) it over the wall to see its strength.
5. Claire (grew/growed) vegetables in the field last year
6. Harry has been (hitten/hit) by the car
7. An hour ago she (broke/broken) down the problem
8. The injured shoulder (bled/bleed) badly

## Practice<sup>2</sup>

*Complete the following passage by putting the verbs in the brackets in the correct form.*

Over the years, the volume of Japanese overseas investment 1)..... (increase) steadily to the point where Japanese manufacturers 2)..... (represent) a significant slice of the European economy.

In 1983, 157 Japanese companies 3)..... (operate) in Europe. By 1991, the number 4)..... (grow) to 676.

So far, the greatest activity 5) ..... (be) in the electronics and electrical appliances sector. In 1990, there 6) ..... (be) 178 manufacturers in that category. Other sectors which 7) ..... (attract) Japanese manufacturing investment 8) ..... (include) chemicals and general machinery.

As far as choice of location is concerned, trends may 9) ..... (change) if Sanyo is anything to go by; the company recently 10) ..... (announce) it 11) ..... (drop) plans to build a factory in Barcelona and 12) ..... (investigate) eastern Germany and Poland instead.

---

<sup>2</sup>Taken from David Cotton and Sue Robbins, Business Class, Course Book. Longman, p.132

## READING in OPERATIONS MANAGEMENT

---

*Read the text below and answer the questions*

### **Operations Management and Quality**

Operation (or production) refers to all the activities involved in making products – goods and services – for customers. Through their operations processes – using knowledge, physical materials, information, equipment, the customer, and human skills – firms provide benefits for themselves and for their customers. Production provides businesses with economic results: profits, wages, and goods purchased from other companies. At the same time, it adds value and benefits for customers by providing products that satisfy a want or need.

Production or operations adds customer value by providing utility – the ability of a product to satisfy a want or need – in terms of form, time, and place. Form utility: by turning raw materials and human skills into finished goods and services, production adds customer value by making products available. Time utility: production provides customer value by making products available when customers want them. Place utility: production adds customer value by making products available where they are convenient for customers.

Production is a flexible activity that can be molded into many shapes to give different operations capabilities (production capabilities) for different purposes. Its design is best driven from above by the firm's

larger business strategy. When firms adopt different strategies for winning customers in specific target markets, they should also adjust their operations capabilities – what production must do especially well – to match the chosen strategy. The operations capability that is appropriate for a low-cost strategy, for example, is different than the kind of competence that is best for a dependability strategy. Accordingly, the operations characteristics – such as number and size of production facilities, employee skills, kinds of equipment – and its operations activities will be different, resulting in different operations capabilities to better support their different purposes.

Operation scheduling identifies times when specific production activities will occur. The master production schedule, the top-level schedule for upcoming production shows how many of which products will be produced in each time period, in weeks or months ahead, to meet upcoming customer demand. Detailed schedules take a shorter-range perspective by specifying daily work assignments with start and stop times for assigned jobs at each workstation. Staff schedules identify who and how many employees will be working, and their assigned working times on each work shift for up to 30 days ahead. Finally, project schedules provide information for completing large-scale projects. Project scheduling tools, such as PERT break down special large projects into the sequence of steps to be performed and when to perform them. PERT shows the necessary sequence among activities,

and identifies the critical path – the most time-consuming set of activities for completing the project.

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*Source: Ronald J. Ebert and Ricky W. Griffin, 2013, Business Essentials, Global Edition, Ninth Edition, Essex: Pearson Education Limited, p.211*

### **Discussion Questions**

*Write down your answers in present tenses form.*

1. What is operation or production?
2. What are the economic results of production process for businesses and customers?
3. How does production process add customer value?
4. What is utility?
5. How does relationship between production activities, operations (production) capabilities, and strategy occur?
6. What is operation scheduling?
7. What are the types of operations schedules?

### **Jumbled Sentences – Operation Management**

1. total – value – the – generated – a – company – by – value – depicts – chain.
2. shop – grouping – the job – of – is – by – a – resources – process-focused – characterized.

3. the manufacturer – needed – product – the – sends – for – the – constructing – are – to – materials – site – they – manufacturing – as – all.
4. productivity – the – value – by – total – of – outputs – and – is – cost – produced – divided – the – total – of – the – inputs – the.
5. of – manufacturing – auxiliary – operations – physical – primarily – may – goods – but – such – include – services – are – output.
6. units – operations – responsible – managers – for – the – success – are – of – manufacturing – service – or – their.
7. the – flexibility – ability – is – to – efficiently – produce – operation – and – highly – the – customized – unique – of – products.
8. usually – the pattern – jumbled – flow – shop – job – for – production – is – or – of – random.
9. reactions – flow – often – involves – production – chemical – or – continuous – physical.
10. require – systems – stage – the – coordination – at – of – schedules – output – just-in-time – and – defect-free – production – each – processing.

## ASSIGNMENT

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Write a paragraph about operations or production activity. Create your sentences in the form of present, past, and future tenses.



## CHAPTER 4

### PHRASES AND CLAUSES

#### ICE BREAKING

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#### EXPANDING WORD/WORDS

- The teacher write a word
- The teacher invites a student to add one or two words to form a simple sentence
- Next students add words or phrases to form longer sentence
- Example:
  - *Management*
  - *I study management*
  - *I study management at a university*
  - *I study management at a university because I want to have my own business*
  - *I study management at a university because I want to have my own business and become rich*

## PHRASES AND CLAUSES

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### PHRASES

Phrase is an expression consisting of one or more words forming a grammatical constituent of a sentence

➤ *The factory at the end of the street*

Types of phrases: noun phrase, verb phrase, prepositional phrase, adjective phrase, adverbial phrase

#### 1. Noun Phrase

Noun phrases normally consist of a head noun, which is optionally modified (pre or post):

- Determiners: article (the, a), demonstratives (that, this), numerals (two, three, etc.), possessives (my, their, etc.) and quantifiers (some, many, etc.).
- Adjectives (*the red ball*)
- Complement, in the form of a prepositional phrase (*the student of physics*), or that-clause (*the claim that the earth is round*).
- Modifiers: pre (*the university student*), post: a prepositional phrase (*the man with long hair*), a relative clause (*the house where I live*).

#### 2. Verb Phrase

Verb phrases consist only of main verbs, auxiliary verbs, and other infinitive or participle construction

- *They were being researched*
- *She kept working like a workaholic*
- *You shall not quit*

### 3. Prepositional Phrase

Prepositional phrases have a preposition as the head of the phrase

- *She is on the computer (she is using the computer)*
- *TJ could see her across the road*
- *David went down the stair*
- *They walked to their office*
- *Dylan worked in the laboratory*

### 4. Adjective Phrase

An adjective phrase is a phrase with an adjective as its head

- *I bought a kilo of sugar powder*

### 5. Adverbial Phrase

An adverbial phrase is a linguistic term for a group of more than one word operating adverbially

- *I'll go to work in an hour*

## **CLAUSES**

Clause is a pair or group of words that consist of a subject and a predicate.

### Types of Clauses

#### 1. An independent clause

- along with having a subject and predicate, expresses a complete thought and can stand alone as a sentence.
2. A subordinate or dependent clause
    - does not express a complete thought and therefore is not a sentence.
  3. A relative clause or an adjective clause
    - begins with a relative pronoun and functions as an adjective
      - *The novel that won the Pulitzer Prize didn't sell well when it was first published*
      - *Arthur, whom the mother adored, was asked to be a store keeper*
  4. A noun clause
    - serves as a noun in a sentence
      - *What I want for lunch is fried noodle (S)*
      - *The police told us how he escaped (O)*
      - *The high salary is what I want (Co)*
      - *Give it to whoever arrives first (O)*
  5. Adverbial clause
    - begins with subordinating conjunctions (because, unless, if, when, while and although)
    - What these conjunctions have in common is that they make the clauses that follow them unable to stand alone.
    - These clauses act as adverbs, answering questions like *how, when, where, why, to what extent, and under what conditions*

- While the sales was growing into two digits, we produced as many as we could

## CLASSIFICATION OF SENTENCES

### 1. Simple sentences

- have only one full predication in the form of independent clause
  - *The competitor stole the market*

### 2. Compound sentences

- have two or more full predications in the form of independent clauses
  - *The competitor stole the market and it sold the product in very low price*

### 3. Complex sentences

- have two or more predications. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or, subordinate clauses)
  - *The competitor who stole the market sold the product in very low price*

#### a. Compound-complex sentences

- contain two or more independent clauses and one or more dependent clauses
  - *The competitor stole the market and it sold the product in very low price until it could reach the target profit*

### Small Exercise

Match the sentence halves (there may be more than one possible answer), adding an appropriate preposition.

- |  |                                |
|--|--------------------------------|
| 1. Priska is the secretary ...               | a. ... blue packages.          |
| 2. She's in the photograph ...               | b. ... the back yard.          |
| 3. I plan to cut down the tree ...           | c. ... black hair.             |
| 4. There's a group of products ...           | d. ... the tunnel.             |
| 5. We took the footpath ...                  | e. ... the table.              |
| 6. The children can't get over the fence ... | f. ... Semarang to Yogyakarta. |
| 7. Go along the lane ...                     | g. ... the buildings.          |
| 8. Bobby is a consultant ...                 | h. ... Indonesia.              |
| 9. Follow the main road ...                  | i. ... the pond.               |
| 10. She is a manager ...                     | j. ... a high reputation.      |

### Practice

Complete the sentences with an *-ing*, *-ed*, or *being* + *-ed* form of the verbs from the box. Then rewrite each sentence using a relative clause.

educate	flow	lead	need
print	say	tell off	

1. The man ..... the meeting is my father.

2. We went to a reunion for students ..... in the management department during the 2000s.
3. As my boss told me what she thought, I felt like a schoolgirl ..... by her head-teacher.
4. There is a notice on the board ..... “Staff wanted”.
5. Information ..... into our email is much more abundant now than before.
6. The booklets ..... as we speak will be on sale this week.
7. Anyone ..... further information can see the officer in his office.

## **READING in HUMAN RESOURCE MANAGEMENT**

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*Read the following text*

### **How to be a Great Manager**

At the most general level, successful managers tend to have four characteristics:

- They take enormous pleasure and pride in the growth of their people;
- They are basically cheerful optimists – someone has to keep up morale when setbacks occur;
- They don’t promise more than they can deliver;

- When they move on from a job, they always leave the situation a little better than it was when they arrived.

The following is a list of some essential tasks at which a manager must excel to be truly effective.

- *Great managers accept blame.* When the big wheel from head office visits and expresses displeasure, the great manager immediately accepts full responsibility. In everyday working life, the best managers are constantly aware that they selected and should have developed their people. Errors made by team members are in a very real sense their responsibility.
- *Great managers give praise.* Praise is probably the most under-used management tool. Great managers are forever trying to catch their people doing something right, and congratulating them on it. And praise comes from outside, they are swift not merely to publicize the fact, but to clear who has earned it. Managers who regularly give praise are in a much stronger position to criticize or reprimand poor performance. If you simply comment when you are dissatisfied with performance, it is all common to your words to be taken as a straightforward expression of personal dislike.
- *Great managers make blue sky.* Very few people are comfortable with the idea that they will be doing exactly what they are doing today in 10 years' time. Great managers anticipate people's dissatisfaction.



- *Great managers put themselves about.* Most managers now accept the need to find out not merely what their team is thinking, but what the rest of the world, including their customers, is saying. So MBWA (management by walking around) is an excellence thing, though it has to be distinguished from MBWAWP (management by walking about – without purpose), where senior management wander aimlessly, annoying customers, worrying staff, and generally making a nuisance of themselves.
- *Great managers judge on merit.* A great deal more difficult than it sounds. It's virtually impossible to divorce your feeling about someone – whether you like or dislike them – from how you view their actions. But suspicions of discrimination or favoritism are fatal to the smooth running of any team, so the great manager accepts this as an aspect of the game that really needs to be worked on.
- *Great manager exploit strengths, not weaknesses, in themselves and their people.* Weak managers feel threatened by other people's strengths. They also revel in the discovery of weakness and regard it as something to be exploited rather than remedied. Great managers have no truck with this destructive thinking. They see strengths, in themselves as well as in other people, as things to be built on, and weakness as something to be accommodated, and worked around at, if possible, eliminated.

- *Great managers make things happen.* The old-fashioned approach to management was rather like the old-fashioned approach to child-rearing: ‘Go and see what the children are doing and tell them to stop it!’ Great managers have confidence that their people will be working in their interests and do everything they can to create an environment in which people feel free to express themselves.
- *Great managers make themselves redundant.* Not as drastic as it sounds. What great managers do is learn new skills and acquire useful information from the outside world, and then immediately pass them on, to ensure that if they were to be run down by a bus, the team would still have the benefit of the new information. No one in an organization should be doing work that could be accomplished equally effectively by someone less well paid than themselves. So, great managers are perpetually on the look-out for higher level activities to occupy their own time while constantly passing on tasks that they have already mastered.

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*Source: David Cotton & Rue Robbins, Business Class, Course Book, Longman, p.106.*

### **Discussion Questions**

*Write your answers using as many complex and/or compound sentences as possible using phrases and clauses*

1. What personal qualities are essential in a good manager?
2. What professional skills/abilities are essential in a good manager?

3. What approach to people should a good manager have?

### **KNOW YOURSELF**

*Complete the following self-analysis questionnaire, designed by John Nicolson, a Britain's leading expert on the skills involved in running business. Work out your score using the specified points system.*

#### **Who do you think you are?**

	<b>TRUE</b>	<b>FALSE</b>
1. I reckon I can do thing as well as most people		
2. It's not easy being me		
3. When I have to make a presentation, I'm terrified of making a fool of myself		
4. It's not often that I think of myself as a failure		
5. There are lots of things about myself I'd change if I could		
6. I am rarely bothered by other people's criticism		
7. Other people tend to be more well-liked than I am		
8. If I have something to say, I usually go ahead and say it		
9. I don't often feel ashamed of anything I have done		
10. When people say complementary things about me I find it hard to believe they really mean it		

Note: The test is taken from David Cotton & Rue Robbins, *Business Class*, Course Book, Longman, p.105.

- For questions 1,4,6,8, and 9, score two points for each “True” answer; score zero for every “False” answer.
- For questions 2, 3, 5, 7, and 10, score two points for each “False” answer; score “True” answer.

The higher your score, the better the opinion you have of yourself. A score of 14 or more suggests that you are quite confident, not necessarily conceited, but you certainly like yourself well enough, and there’s no danger of other people being made to feel uncomfortable by any signs of self-loathing in you.

A score of 8 or less suggests that you have serious doubts about yourself and to the value to the world. It may of course be a temporary state of affairs – perhaps the result of some recent misfortune. But if this is your normal condition, other people are bound to pick it up, and the risk is that they will accept your low estimate of yourself and hence find it difficult to respect you.

## **ASSIGNMENT**

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Write a brief profile of yourself (approximately five lines) outlining your strengths and weaknesses you feel you have. Use phrases and clauses in your sentences when possible.

## CHAPTER 5

### ADJECTIVE AND ADVERB

#### ICE BREAKING

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#### WISDOM WORDS

*Arrange these words into a statement that has meaning and give your interpretation on each*

1. troubles – trouble – trouble – you – never – trouble – till.
2. put – one – eggs – all – your – basket – don't – in.
3. better – is – with – the – tongue – the – play – to – ears – it – with – than.
4. knife – don't – your – own – grave – own – dig – your – with.
5. is – crying – milk – it – use – no – over – spilt.

#### ADJECTIVE AND ADVERB

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#### ADJECTIVE

- Adjective is words describing a noun or a noun substitute
- It can be simple (*smart*) or compound (*poor-rich*)
- Verbs or combinations of verbs, nouns, and prepositions and so on may be used as adjectives (*a running man; a sit-in strike; a first-rate meal*).

- Adjectives function either *attributively* as part of a noun phrase (*He is a rich man*) or *predicatively* when they stand alone in the predicate of a sentence (*He is rich*).
- Many adjectives can be used either before the noun they describe or after linking verbs (such as *appear, be, become, feel, get, and seem*).
  - *The high price surprised me*
  - *The price seemed high*
- *Emphasizing adjective* are used to emphasize feelings about something
  - I felt a fool → *I felt a complete fool* (for emphasis)

Some emphasizing adjectives (such as *complete, absolute, mere, entire, total, utter, sheer*) are seldom or never used after a linking verb.

  - *It was a total failure*      not      *The failure was total*

## **ADVERB**

- An adverb is a word that qualifies as a verb, an adjective, or another adverb
  - *He rarely works hard*
  - *She is particularly smart*
  - *The sales team performed extremely well this month*
- There are two types of adverbs:
  - Original adverbs (*soon, rather, always*)

- Adverbs that are formed from adjectives by adding –ly
  - sad → *sadly*
  - fierce → *fiercely*
- When an adjective already ends in –ly (e.g. *elderly, friendly, lively, lonely, lovely*), we don't add –ly to make it an adverb. Instead we can use prepositional phrase with *fashion, manner* or *way*.
  - *He welcomed me in a friendly way*
  - *She led the meeting in a lively manner*
- The expression adverbials include single adverbs (*well, fairly, far*); adverbial phrase (*in Semarang, last week, for few years*); and adverbial clauses (*I sing when I am busy*)

### Small Exercise

*Fill the blanks with the underlined word using correct form of adjective and adverb*

1. quick  
She runs .....because she is a ..... runner.
2. happy  
They are a .....family and they live ..... together.
3. slow  
My brother works .....because he is a ..... worker.

4. sad

His friend is very ..... today, he said .....

5. serious

Agatha explains ..... her ..... problem to the boss.

6. deep

The divers take a ..... breath before they dive ..... to the sea.

7. regular

The manager conducts..... meeting every Monday for him to.....evaluate the unit performance.

8. active

The students ..... search for the information they need for their ..... project.

## Practice

### Adverbs qualifying adjectives

Choose word from the box to complete the sentences. Make sure you use the correct adverbial form.

exceptional	high	potential	special
technical	thorough	total	unbelievable

1. She is so rich – she bought an ..... expensive pair of sports shoes today.



2. I can assure you, we only make ..... superior products.
3. I disagree. It's a ..... disastrous development.
4. Bob Saragih is a ..... reliable manager.
5. We have come up with this ..... designed package to meet your needs more closely.
6. What we need is a ..... committed team.
7. We are very lucky – we have an ..... motivated sales force.
8. These ..... successful results mean we can go into production without delay.

## **READING in FINANCIAL MANAGEMENT**

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*Read the text below and answer the discussion questions provided below.*

### **The Balance Sheet**

The purpose of a balance sheet is to present the financial position of an accounting entity at *a certain point in time*, which is typically the end of the accounting period. The financial position of an entity is portrayed by the three main elements that comprise the balance sheet, namely the *assets*, *liabilities*, and *owners' equity* of the business entity.

The balance sheet typically identifies the name of accounting entity concerned, the name of the financial statement, that is; the words

‘Balance Sheet’, and the date at which it has been prepared. Traditionally, assets are shown on the left-hand-side, whereas the entity’s liabilities and owners’ equity are itemized on the right-hand-side.

As its name suggests, the balance sheet *must balance*; that is, both the left and right hand sides must be equal, since the assets of an accounting entity represent the application of resources that have been contributed to it. Conversely, the liabilities and owners’ equity of an entity represent the sources from which those resources have been contributed.

Having introduced the three elements that comprise the balance sheet, these elements can now be defined. The *assets* of an accounting entity represent those resources controlled by the entity that provide future economic benefits. As a general rule, all assets are recorded at historical cost. Conversely, *liabilities* represent the future disposition of assets (economic benefits) or the future performance of some services that the accounting entity is obliged to undertake for the benefit of external entities such as suppliers and lenders. Liabilities are also recorded at historical cost in the balance sheet.

The final element in a balance sheet is owners’ equity, which is the owners residual claim to the net assets (assets less liabilities) of an accounting entity once the claim by external creditors have been met. Owners’ equity is termed a residual claim since the settlement of the claims of external creditors take priority over those of the owner.

Owners' equity typically comprises the capital initially contributed to the accounting entity by the owner, plus any retained profits generated in current and prior accounting periods.

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*Source: Janek Ratnatunga, Claudio Romano, Erwin Waldmann, 1994, Principles of Financial Decision Making, Second Edition, Milton: John Wiley & Sons*

### **Discussion Questions**

*Write down your answer of the following questions. Then find adjectives and adverbs you have used in your answers. Recheck whether or not you have used the correct adjective and adverb.*

1. What is the purpose of a balance sheet?
2. What are the main elements of a balance sheet?
3. What are assets, liabilities, and owners' equity?
4. How is the basic structure of the balance sheet?
5. Why the balance sheet must be balance?
6. Why owners' equity is called as a residual claim?

### **ASSIGNMENT**

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Find a company's balance sheet from any reliable source. Based on the balance sheet, determine its assets, liabilities, and owners' equity.

Give your comments regarding to the figures you get from the balance sheet and write your comments in a paragraph.

## CHAPTER 6

### WH-QUESTIONS

#### ICE BREAKING

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#### ANTONYM

*Find the antonym of each word below*

- |                |                |
|----------------|----------------|
| 1. Hardworking | 6. Demolish    |
| 2. Occupied    | 7. Distract    |
| 3. Profit      | 8. Beneficial  |
| 4. Tame        | 9. Conceal     |
| 5. Plentiful   | 10. Descendant |

#### WH-QUESTIONS

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- **WHO** refers to people, can be used as subject, object, or complement
  - *Who owns this business?*
  - *Who did you deal with?*
  - *Who was the manager?*
- When we use **who or what** as a subjects, the verb that follows is usually singular, even if a plural answer is expected

- *Who is there to meet in the department?* (expects an answer giving a number of people to meet)
- However, the verb can be plural in echo questions after a plural subject or a subject consisting of two or more noun phrases joined by ‘**and**’ and when **who and what** function as complements
  - *Ms. Yuliana and her staff are here to inspect the unit. Who are (or is) here?*
  - *Who are those people over there?*
  - *What are the consequences of the decision?*
- **WHOM** is used as a formal alternative to **who** as object, and also directly after prepositions
  - *Whom did you meet?*
  - *To whom you were talking?*
- **WHICH** is used to refer to people when we want to identify somebody in a group
  - *Which is your car?* ‘The black one in the second line’
- **Which** can also be used instead of **who** to talk about particular classes of people
  - *Which (or Who) do you think earns more points, team 1 or team 2?*

- **Which** is usually used, rather than **who** or **what**, in questions before **one(s)** and **of**, as **which** is commonly used to ask or talk about a choice between one or more things.
  - *I've decided to select one of the samples. **Which** one do you think I should take?*
- **WHOSE** is used to ask about the person that owns or is responsible for something
  - *Whose are these jobs?*

**Whose** can be used either before a verb (as a pronoun) or before a noun or noun phrase (as a determiner) introducing direct or indirect questions

- *Whose jobs are these?*
- *She asked me whose laptop I was using*

In formal contexts, we can use a preposition before **whose**

- *In whose desk was it found?*

In questions without a verb a preposition comes before **whose**

- *We will have meeting at ten. In whose house?*

○ **HOW or WHAT**

<b>How</b>	<b>What</b>
Making a suggestion ➤ <i><u>How about</u> a meal?</i>	Making a suggestion ➤ <i><u>What about</u> a meal?</i>
Asking a general opinion ➤ <i>How was the study</i>	Asking a general opinion ➤ <i>What was the study like?</i>

<b>How</b>	<b>What</b>
Asking for more information ➤ <i>He's a bit scary sometimes. How do you mean?</i>	Asking for more information ➤ <i>He's a bit scary sometimes. What do you mean?</i>
Asking about general health ➤ <i>How is your mother?</i>	Asking for details ➤ <i>What do you like about the job?</i>
Asking about food and drink preferences ➤ <i>How do you like your coffee?</i>	Asking about consequences ➤ <i>What if your plan doesn't work?</i>
	Asking about a name ➤ <i>What's it called?</i>

- How is also used as a pro-form for degree intensifiers of the adjective or adverb in questions
  - *How beautiful, how old, how long, how heavy* (adjective)
  - *How much, how often, how quickly* (adverb)

### **Small Exercise**

1. To whom / who should the documents be sent?
2. Which / who of you is Dr. Susilo? I have a message for you.

3. Whom / Who do you hold responsible for the damage?
4. Who / Which will captain the team if Dewi isn't available?
5. Which / Who would you rather be – a manager or a lecturer?
6. Who / Whom translated the book?

**Practice**

*First, complete the sentences with **how**, **what**, or **how / what** if both are possible. Then choose an appropriate answer for each question from the available choices.*

- |  |  |                                     |
|--|--|-------------------------------------|
| 1. ....do you like about your new job?     |  | a. It's really boring               |
| 2. ....if Mr. Dodo calls while you're out? |  | b. I'd love one                     |
| 3. ....about a tea?                        |  | c. I mean you've got to wear a suit |
| 4. ....are your family these days?         |  | d. Tell him I'll call back          |
| 5. .... 's your boss like?                 |  | e. It was great                     |
| 6. ....do you like your new job?           |  | f. JokoWidodo                       |
| 7. ....was the trip?                       |  | g. It's never boring                |
| 8. .... 's your boss called?               |  | h. Quite well, thanks               |



9. ....do you mean,  
“Smart team?”

10. ....was the trip like?


i. We had an excellent  
time

j. She works us really  
hard

## READING in ENTREPRENEURSHIP

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*Read the text and answer the discussion questions provided below.*

### **What Traits and Characteristics Make a Successful Business Manager?**

Numerous studies have been made of small business managers over the years. Many look at traits and characteristics that appear common to most people who start their own businesses. Other studies focus on characteristics that seem to appear frequently in successful owner-managers.

First, consider those characteristics that seem to distinguish the person who opens a business from the person who works for someone else. These studies investigated successful and unsuccessful owners, some of whom went bankrupt several times. Some were successful only after the second or third try. The characteristics they share might almost be said to predispose a person into trying to start a business. Of course,

not all of these characteristics appear in every small business owner-manager, but the following seem to be most predominate.

People who start own business may be members of different political parties, feel differently about religion, economics and other issues. They are like everyone else. The difference is they usually feel and express themselves more strongly. This is consistent. If you are going to risk your money and time in your own business, you must have a strong feeling that you will be successful.

These strong feelings may also cause problems. If you want to start your own business, you probably have mixed feelings about authority. You know the manager must have authority to get things done, but you're not comfortable working under someone. This may also have been your attitude in a scholastic, family or other authority structure.

If you want to open your own business, you are likely to have a strong "Need for Achievement." This "Need for Achievement" is a psychologist's term for motivation and is usually measured by tests. It can be an important factor in success. The person who wouldn't think of starting a business, might call you a plunger, a gambler, a high risk taker. Yet you probably don't feel that about yourself.

Studies have shown that very often the small business owner doesn't differ from anyone else in risk avoidance or aversion when measured on tests. At first thought, this seems unreasonable since logic tells us that is risky to open your own business. A management expert

once explained this apparent contradiction very simply. “When a person starts and manages his own business he doesn’t see risks; he sees only factors that he can control to his advantage.” If you possess these traits to some degree or other it doesn’t mean you will be successful, only that you will very likely start your own business. Some characteristics in excess may actually hamper you if you are not careful.

The characteristics that appear most frequently among “successful” small business managers include drive, thinking ability, competence in human relations, communication skills and technical knowledge.

- Drive, as defined in the study, is composed of responsibility, vigor, initiative, persistence and health.
- Thinking ability consists of original, creative, and analytical thinking.
- Competence in human relations means emotional stability, sociability, good personal relations, consideration, cheerfulness, cooperation, and tactfulness.
- Communication skills include verbal comprehension, and oral and written communications.
- Technical knowledge is the manager’s comprehension of the physical process of producing goods or services, and the ability to use the information purposefully.

Motivation or drive has long been considered as having an important effect on performance. Psychologists now claim you can increase the motivation and the personal capacities that will improve your effectiveness and increase your chances for success. Much of the development of such achievement motivation depends on setting the right kind of goals for yourself.

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*Source: anonim, 2011, For Business Owners and Managers, retrieved from <http://www.liraz.com/webquiz.htm>*

### **Discussion Questions**

*Make a question sentence to ask about each of the following thing using WH-question form.*

1. The predominant characteristic differentiating those who start their own business and those who do not
2. Need for achievement
3. Characteristics that appear most frequently among “successful” small business managers

### **TEST – Questions to ask yourself in choosing a business**

*Answer the questions to determine what business might be best suitable for you.*

1. Based on your education, your current or past jobs, and any special interests and hobbies, **WHAT THREE THINGS DO YOU KNOW**

THE MOST ABOUT? This expertise could be the basis for a business

2. WHAT OTHER EXPERIENCES IN YOUR BACKGROUND COULD YOU DRAW UPON FOR A BUSINESS?
3. WHAT DO PEOPLE TELL YOU DO WELL? Think about the times you've heard someone say. Maybe they're right and maybe they would be your first customer
4. WHAT THINGS DO YOU LIKE DOING MOST?
5. HOW MUCH DO YOU WANT TO BE INVOLVED WITH PEOPLE? All the time? Sometimes? From a distance? Not at all? The answers can help you rule in or out businesses that have a lot of or little people contact.
6. HOW MANY HOURS A WEEK ARE YOU WILLING TO INVEST IN YOUR BUSINESS? Do you want a full-time or a part-time business? The amount of time you're willing to invest is what separates full time from part time and profits from losses.
7. HOW MUCH MONEY DO YOU NEED TO MAKE? Each week? Each month? Each year? You'll notice that some of the businesses can charge considerably more than others, so choose a business that will produce the income you want and need.
8. WHAT RESOURCES DO YOU HAVE AVAILABLE TO YOU IN TERMS OF PROPERTY, EQUIPMENT, AND KNOW-HOW? These resources could become the basis of a business. If you look

around your home, you may have many untapped resources right under your nose.

9. DO YOU WANT TO START A BUSINESS FROM SCRATCH, OR WOULD YOU PREFER A FRANCHISE OR DIRECT-SELLING ORGANIZATION?

### **ASSIGNMENT**

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Write one or two paragraphs about your strengths and weaknesses that may have influence in making your business successful.

**PART 2**  
**BUILDING SKILLS IN READING**

## CHAPTER 7

### MAIN IDEA OF A PARAGRAPH

#### ICE BREAKING

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#### GUESSING

- The students are divided into groups (about 3-5 groups according to the number of students in the class).
- Each group chooses a thing (a product, a word, a place, etc.) and keep it in their mind.
- One group describes the thing they chose to other groups without telling them what it is.
- Students in other groups try to guess what it is until they can guess the thing correctly or until the time is up.

#### FIND THE MAIN IDEA IN A PARAGRAPH<sup>3</sup>

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- A paragraph contains only one topic or main idea.
- The main idea of a paragraph is the point the author is trying to make (minus all the details); what the passage is mostly about.

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<sup>3</sup>See Barbara Belroy (2003), 'What's a Main Idea', downloaded from <https://www.slideshare.net/ljclifford/main-idea-and-supporting-details-presentation-4684491>



- To find the topic or the main idea of a paragraph ask yourself: “In general, who or what is this paragraph about?”
- A main idea may be placed in:
  - the title
  - the first sentence of the paragraph
  - the middle of the paragraph
  - the end of the paragraph

It sometimes

- is expressed in two sentences
- is implied, not stated
- An example
  - Read the following paragraph:

*Pets are often an important part of people’s lives. Different types of animals can be pets, ranging from reptiles to horses. One of the most common pets is a dog. Dogs serve a variety of purposes for humankind. One way dogs serve humans is they are great just for companionship. Many an only child has bonded with his/her “Fido,” thus having a willing and loyal friend to play with on a daily basis. Additionally, dogs have served humans as work animals, corralling sheep, conquering rats, and guarding the homestead. Finally, dogs also assist people, for example, by leading the blind, alerting the deaf, and alerting epileptics of impending seizures.*

- Now that you've read the preceding paragraph, ask yourself the following question and see if you can answer it in one word:

What is this paragraph about?

Your answer should have been **Dogs**

- Let's examine each sentence and see what's going on:

1. *"Pets are often an important part of people's lives."*

Now ask yourself "Is this what that whole paragraph is about? Is the writer telling me that ***pets*** are important?"

The answer is "NO." So this cannot be the main idea. Let's look at the next sentence.

2. *"Different types of animals can be pets, ranging from reptiles to horses."*

Is the whole paragraph trying to tell us about pets ranging from reptiles to horses?

NO.

Look at the next sentence.

3. *"One of the most common pets is a dog."*

Is the whole paragraph about how common dogs are?

NO.

Let's look at the next sentence.

4. *"Dogs serve a variety of purposes for humankind."*

Does the paragraph tell us about the different purposes dogs serve for humankind?

YES!

Because the whole paragraph is telling us about the variety of purposes dog serve for humankind, that's the main idea!

5. Now examine the rest of the paragraph:

*One way dogs serve humans is they are great just for companionship. Many an only child has bonded with his/her "Fido," thus having a willing and loyal friend to play with on a daily basis. Additionally, dogs have served humans as work animals, corralling sheep, conquering rats, and guarding the homestead. Finally, dogs also assist people, for example, by leading the blind, alerting the deaf, and alerting epileptics of impending seizures.*

You probably noticed that the rest of the paragraph gave us specific information about the variety of purposes dogs serve for humankind. Those sentences are called **supporting details** because they support (or prove) the main idea.

6. Now let's *analyze* this paragraph, e.g. how this paragraph is organized.
- **Main Idea:** Dogs serve a variety of purposes for humankind.

You probably noticed that the main idea is supported by three (3) points.

- 1) One way dogs serve humans is they are great just for companionship.
- 2) Additionally, dogs have served humans as work animals,
- 3) Dogs also assist people,

Those three points are called **major supporting details** because they are the major details that support or prove the main idea.

7. Let's look at this organization another way:

<b>Main Idea:</b> Dogs serve a variety of purposes for humankind		
<b>Maj. SD. 1</b>	<b>Maj. SD 2</b>	<b>Maj. SD3</b>
One way dogs serve humans is they are great for companionship	Additionally, dogs have served humans as work animals	Dogs also assist people

8. Now you might ask the question, "How? How are they great for companionship, how do they serve as work animals, and how do they assist people?"

The **minor supporting details** answer these questions:

**MAJOR SD 1** One way dogs serve humans is they are great just for companionship. **Minor SD** Many an only child has bonded with his/her “Fido,” thus having a willing and loyal friend to play with on a daily basis. **MAJOR SD 2** Additionally, dogs have served humans as work animals, **Minor SD** corralling sheep, **Minor SD** conquering rats, and **Minor SD** guarding the homestead. **MAJOR SD 3** Finally, dogs also assist people, for example, by **Minor SD** leading the blind, **Minor SD** alerting the deaf, and **Minor SD** alerting epileptics of impending seizures.

9. Let’s look at the layout again:

<b>Main Idea:</b> Dogs serve a variety of purposes for humankind		
<b>Maj. SD. 1</b>	<b>Maj. SD 2</b>	<b>Maj. SD3</b>
One way dogs serve humans is they are great for companionship	Additionally, dogs have served humans as work animals	Dogs also assist people
<b>Minor SD</b>	<b>Minor SD</b>	<b>Minor SD</b>
Only child...	corral sheep conquer rats guard homestead	lead the blind alert the deaf alert for seizures

### **Small Exercise**

*Read the short passage below and find the main idea, major SDs, and minor SDs.*

Environmental Management Systems (EMS) are tailored to each company's own needs. While the results can vary, self-audit programs focus on company-specific environmental issues, enabling among other things, a high awareness of environmental issues. Implementation of EMS covers areas such as policy, organizational restructuring, marketing identity and standards etc. Companies achieve this by developing checklists, marking realistic environmental compliance targets, encouraging transparency and accountability, and similar measures. Effective communication of such measures, internally and externally, remains critical to better understanding, acceptance and compliance. It also serves as a focus to challenge all involved to develop new approaches to environmental improvements

### **HOW TO BE AN EFFECTIVE MANAGER**

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*Read the text below and answer the activity questions below.*

The following is a list of some essential tasks at which a manager must excel to be truly effective.

*Great managers accept blame.* When the big wheel from head office visits and expresses displeasure, the great manager immediately

accepts full responsibility. In everyday working life, the best managers are constantly aware that they selected and should have developed their people. Errors made by team members are in a very real sense their responsibility.

*Great managers give praise.* Praise is probably the most under-used management tool. Great managers are forever trying to catch their people doing something right, and congratulating them on it. And praise comes from outside, they are swift not merely to publicize the fact, but to clear who has earned it. Managers who regularly give praise are in a much stronger position to criticize or reprimand poor performance. If you simply comment when you are dissatisfied with performance, it is all common to your words to be taken as a straightforward expression of personal dislike.

*Great managers make blue sky.* Very few people are comfortable with the idea that they will be doing exactly what they are doing today in 10 years' time. Great managers anticipate people's dissatisfaction.

*Great managers put themselves about.* Most managers now accept the need to find out not merely what their team is thinking, but what the rest of the world, including their customers, is saying. So MBWA (management by walking around) is an excellence thing, though it has to be distinguished from MBWAWP (management by walking about – without purpose), where senior management wander

aimlessly, annoying customers, worrying staff, and generally making a nuisance of themselves.

*Great managers judge on merit.* A great deal more difficult than it sounds. It's virtually impossible to divorce your feeling about someone – whether you like or dislike them – from how you view their actions. But suspicions of discrimination or favoritism are fatal to the smooth running of any team, so the great manager accepts this as an aspect of the game that really needs to be worked on.

*Great manager exploit strengths, not weaknesses, in themselves and their people.* Weak managers feel threatened by other people's strengths. They also revel in the discovery of weakness and regard it as something to be exploited rather than remedied. Great managers have no truck with this destructive thinking. They see strengths, in themselves as well as in other people, as things to be built on, and weakness as something to be accommodated, and worked around at, if possible, eliminated.

*Great managers make things happen.* The old-fashioned approach to management was rather like the old-fashioned approach to child-rearing: 'Go and see what the children are doing and tell them to stop it!' Great managers have confidence that their people will be working in their interests and do everything they can to create an environment in which people feel free to express themselves.

*Great managers make themselves redundant.* Not as drastic as it sounds. What great managers do is learn new skills and acquire useful



information from the outside world, and then immediately pass them on, to ensure that if they were to be run down by a bus, the team would still have the benefit of the new information. No one in an organization should be doing work that could be accomplished equally effectively by someone less well paid than themselves. So, great managers are perpetually on the look-out for higher level activities to occupy their own time while constantly passing on tasks that they have already mastered.

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*Source: David Cotton & Rue Robbins, Business Class, Course Book, Longman, p.106.*

### **Activity Questions**

1. Find main idea of each paragraph.
2. Write a summary of the text combining the main ideas

## **ASSIGNMENT**

---

Choose a topic and then create an outline showing main ideas, major supporting details and minor supporting details of the topic you've chosen. Your outline should be able to show your flow of ideas well.

## CHAPTER 8

### READING TECHNIQUE

#### ICE BREAKING

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#### **TONGUE TWISTER**

*Purpose: read with correct pronunciation*

*Read the followings using correct pronunciation*

1. She sees a ship from the seashore and the ship looks like a shell
2. An old white cotton shirt is in a small black plastic bag
3. There is a bathroom in his bedroom and it's in bad condition
4. I expect not to accept all the aspect, except the good ones
5. Peter Piper picked a pack of pickle pepper.

#### READING TECHNIQUE<sup>4</sup>

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- SQ3Rs reading method
  - Survey
  - Question

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<sup>4</sup>Adapted from Soeharso (2004), *Speed Reading: Sistem Membaca Cepat dan Efektif*, Gramedia Pustaka Utama; and from some internet sources such as from <http://www.studygs.net/texred2.htm>.

- Read
- Recite
- Review
- Quadruple strength learning: Seeing, Saying, Hearing, and Writing.
- **Survey**
  - Objective: get a solid overview of what you are going to read. Be aware of the author's organization.
  - Steps:
    1. Read the introduction (of a book) or the abstract (of an article). This will give you a good outline of what that will come in the reading. Read the index if you would like to jump into a particular topic or subject.
    2. Skim through the main headings of the chapter.
    3. Read the conclusion.
- **Question**
  - Objective: ask yourself questions while reading, keep your mind and the process active
  - Steps:
    1. Make a question out of the main heading
    2. Ask yourself, 'What do I already know about this subject?'
  - Tips:
    1. Divide a sheet of paper in half lengthwise.

2. On the left half, write a question that relates to the main heading. For example, for the heading ‘How to fall in skydiving’, the question might be ‘Why is it important to know how to fall?’ or ‘What ways/methods to fall?’
  3. Write the answers as you find them during reading on the other half. Write them with your own words.
- **Read**
    - Objective: keep yourself aware of your reading habits.
    - Steps:
      1. Read actively; seek answers to the questions you have already established.
      2. Look for main ideas and important details.
      3. Notice tables, graphs and pictures. They will help you remember the information visually.
  - **Recite**
    - Objective: find out what you really remember.
    - Steps:
      1. Stop reading periodically and try to recall what you have read so far.
      2. Take notes from the text with your own words.
      3. Underline or highlight the important points.

4. Deconstruct the information if necessary; you may spend more time for recitation if the information is highly disconnected.

○ **Review**

- Objective: reconsider what you have done and find out your strengths/weaknesses in relation to what you have read.
- Steps:
  1. Look at each main heading and try to outline the relevant points to the main heading as your understanding.
  2. Review the summaries or conclusions and see if you can recite them.
  3. Go over the notes you have created.
- Tips:

Using your notes, review them within 24 hours; do it again after one week, once a month, and until your exam.

**Small Exercise**

*Fill in the blank with the most suitable word that is available from the box.*

announcements	broadcast	change	conditions	data	drop	
fair	forecasts	important	monsoon	news	offices	odd
place	predicted	rains	region	season	special	stations
temperatures	typhoons	urgent	year			

Singapore enjoys (1) ..... weather throughout the (2) ..... . There are no (3) ..... or severe tropical storms. However, it is still (4) ..... to collect information on the weather in the (5) .....

(6) ..... aircraft and ships stationed at sea report any (7) ..... in weather (8) ..... . More (9) ..... is gathered from meteorological (10) ..... in Singapore and neighboring countries.

Weather (11) ..... are then made from this information. There are (12) ..... four times daily on radio and television.

## READ A JOURNAL ARTICLE

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*Read the article by applying one method you feel comfortable with.*

*Write notes summarizing the article using your own words.*

*The article is provided separately.*

### **Discussion Questions**

*Answer the following questions based on the article you have read.*

*Write down your answers on a paper.*

1. What are the research problems?
2. What are the purpose(s) of the study?
3. What methods used by the author(s) to reach the purpose(s)?
4. What are the results of the study?

## ASSIGNMENT

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### **CHECK YOUR READING SKILL**

Read the article again using a method which you find it easy to follow; set the article aside; then write a paragraph about things you remember most.

**PART 3**  
**BUILDING SKILLS IN WRITING**



## **CHAPTER 9**

### **ORGANIZING A WRITING**

#### **ICE BREAKING**

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#### **CREATE A SHORT STORY**

*Purpose: understand the flow of ideas in writing*

- The teacher passes a paper to a student who sits at the front row and asks the student to write a sentence on the paper.
- The student then passes the paper to the next one who will write another sentence that has connection to the previous sentence.
- He (she) passes the paper to the next one who will write another sentence supporting the previous ones and so on until everyone gets the chance. The sentences have to create a story.
- The last student read the story for the class.

## LOGICAL METHODS IN ORGANIZING WRITING<sup>5</sup>

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- There are several types of method in organizing writing. They are
  1. Chronological order
  2. Spatial order
  3. Classification
  4. Comparison and contrast
  5. Cause and effect
  6. Prediction
  7. Hypothesis
  8. Inferences
  9. Generalizations and specifics
- **Chronological Order**
  - Chronological order arranges information according to TIME SEQUENCE
  - Consider the example below
    - 1) *Prior to the smallpox vaccine as many as 80,000 people died each year in England from smallpox.*

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<sup>5</sup>See Mary S. Lawrence (1996), *Writing as A Thinking Process*, University of Michigan Press.

- 2) *The first vaccine against smallpox was discovered in England by Jenner in 1786.*
- 3) *In 1885 Pasteur developed a rabies vaccine that could be used for humans.*
- 4) *In 1941 a successful vaccine against typhus was developed.*
- 5) *In the 1950's, there were about 30 diseases for which veterinarians had vaccines to use to prevent animal diseases.*
- 6) *In 1955, a huge crowd gathered at the University of Michigan to hear scientists announce that a vaccine against polio had been developed and successfully tested.*
- 7) *Because no vaccines are perfect, work is still continuing to refine the vaccines we already have as well as to develop new methods of immunization.*

○ **Spatial Order**

- Spatial order arranges information according to PLACE or RELATIONSHIP in SPACE
- Example

In a supermarket, items are arranged in aisles and placed according to types of the items. Meats and frozen foods

are usually placed in the back corner. Biscuits and snacks are in the middle nearby beverages, and so on.

*(We can describe the location of items based on particular order, such as aisles or lines starting from entrance to exit door).*

○ **Classification**

- Classification is to group items or data according to their SIMILARITIES and DIFFERENCES.
- Some data can be classified in only one way, but most data can be classified in many different ways.
- Consider the following items:

<p><i>bread, milk, eggs, meat, potatoes, ice cream, lettuce, soup, pie</i></p>
--

They can be classified according to more than one way:

- food value → source of protein (*milk, eggs*), source of carbohydrate (*bread, potatoes*), source of fat (*meat*)
- the time of the day at which they are usually eaten → morning (*bread, milk, eggs*), day (*ice cream, pie, lettuce*), and evening (*meat, potatoes, soup*)

- price → expensive items (*milk, meat, ice cream, pie*) and less expensive items (*bread, eggs, potatoes, lettuce, soup*).
- etc.
- **Comparison and contrast**
  - Comparison is a statement or estimate of LIKENESS and SIMILARITIES
  - Contrast deals with DIFFERENCES and DISSIMILARITIES
  - Structure vocabulary
    - to compare: *similar to, like, almost the same as*
    - to contrast: *differ from, however, still, less/more than*
- **Cause and effect**
  - Structure vocabulary: *so, thus, consequently, therefore, accordingly, as a result, hence, because, due to, since*
- **Prediction**
  - Prediction is a special kind of inference in which we foretell (tell in advance) what we think what will happen in the future. If you examine available data, you can often conclude logically what is likely to happen next.

- Structure vocabulary: *predict (that), infer (that), projected, it is likely that, the next step, plan, the future implications of ...*
- **Hypothesis**
  - Hypothesis is closely related to prediction and cause and effect relationship.
  - It is a special kind of inference in which we write about assumptions. In a hypothesis, we assume that certain things are true in order to postulate about possibilities, or in order to investigate possibilities.
  - What would happen if ... → contrary to the fact
  - Examples:
    - *If we had a vacation, I would go to the beach.*
    - *They would not have got into trouble if they had taken their mother's advice.*
- **Inferences**
  - In order to come to conclusions about data you are given or read, you have to make inferences.
  - Examples: which are logical and which seem to you to be only possible

<b>Action</b>	<b>Inference</b>
1. Abraham Lincoln had very little education in school	Lincoln was a stupid president
2. Abraham Lincoln walked three miles to return six cents to a customer he had overcharged	Lincoln was honest
3. Thomas Edison was not a good student in school	Edison was lazy

- Please be careful with the EXPLICIT and IMPLICIT information as well as FACT and OPINION.
  - Facts can be checked and proved
  - Opinions reflect the writer’s own individual way of looking at life, including his way of looking at the information he is writing about. Opinions involve value judgments
- **Generalizations and specifics**
  - Many of inferences are GENERALIZATIONS.

- A generalization is a statement which has general application. A generalization is concerned with what is true or applicable in most instances. It is not limited in scope, and involves the obvious features, not the details.
- SPECIFIC is opposite of GENERAL.
- Words used to support a generalization with specific details: *for example, to illustrate, in other words, as follows, in practice, etc.*
- Words and phrases used for generalizations: *generally speaking, on the whole, all, every, never, always.*
- Example:

If we know the facts that

- The president can veto bills passed by the Congress.
- The president appoints the members of the Supreme Court.
- The president is the Chief of the Cabinet.
- The president is Commander-in-Chief of the armed forces.

The facts can be generalized as ‘The president has many powers.’



### Small Exercise

*Indicate the logical relationship in the following sentences by choosing the right method from the box.*

Classification	hypothesis	comparison
chronological order	cause and effect	

1. Because smallpox is a communicable disease, people should be vaccinated.
2. Prior to becoming President, SBY was a military man.
3. There are three main branches of the US federal government.
4. I would go to Europe if I had enough money.
5. The careers of JFK and Abraham Lincoln have one aspect in common.

## **BUSINESS REPORT**

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- A business report can be
  1. formal or informal in its form,
  2. for internal or external users,
  3. regular routine that simply provides information such as sales return, growth of profit, and safety inspection that is made by the person in charge,

4. results of investigation that put forward ideas and possible recommendations.
- Business report is schematically organized: is divided into sections and subsections in which each is numbered systematically. This is to make the reader to find specific parts easily.
  - Format:
    1. Title  
It indicates the subject of the report concisely.
    2. Summary  
Summary contains the purpose, problem and conclusion.  
It is written after finishing the report.
    3. Introduction  
It states what you are reporting.
    4. Body  
It is the main contents of the report.  
In formal report, the body may contain
      - Procedures: how you obtained information (interviews, observation).
      - Findings: the facts you discovered.
    5. Conclusion and Recommendation

- Conclusion: what you think about the facts, how you interpret them.
- Recommendation: practical suggestions as to what should be done to reach the purpose or to solve the problem and by whom.

## 6. Appendix

It is placed at the end of the report.

- The report should be signed with your name and title, and should be dated.

### **Practice**

*Assume you are working for a trading company selling Smartphone. As the marketing manager, you are asked to write a report regarding to the market condition in order to boost the sales. You have data about market share of several brands as shown in the table. Write a business report based on the data in the table below. Apply logical methods accordingly and use correct grammar.*

Rank	Brand	Market Share (%)
<b>1</b>	Samsung	32.2
<b>2</b>	OPPO	16.7
<b>3</b>	ASUS	8.2
<b>4</b>	Advan	6.0
<b>5</b>	Smartfren	5.7
	Lenove	5.7
<b>6</b>	Others	25.5

*Source: adapted from Bohang, Fatimah Kartini, 2016, retrieved from <http://teknokompas.com/read/2016/12/18/08464977/samsung.masih.rajai.pasar.smartphone.indonesia.ditempel.oppo> at 11 Mei*

**CHAPTER 10**  
**WRITING A BUSINESS PROPOSAL**

**ICE BREAKING**

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**COMMON MISTAKES**

*Purpose: know correct grammar in writing*

*Please correct the sentence*

1. I have no doubt for your ability.
2. This books are mine.
3. I will breakfast at seven.
4. Translate this passage to English.
5. Do your work without to speak.
6. I very much love you.
7. My results are different than yours.
8. They are playing yesterday.
9. She is good in English.
10. I am accustomed with cold weather.

## BUSINESS PROPOSAL

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- Goal in creating a business proposal is to propose a business deal. Therefore, your business proposal should assure your potential business partners that you are a credible and prospective partner.
- Table of contents (items can be added as necessary)
  - History of the company
  - Business summary
  - Manufacturing, production, personnel, product and services, marketing and sales, financial, etc
  - Competition
  - Research and development
  - Future goals related to your proposal (i.e. your offer)Each item is discussed below. You can modify the points in each item as needed.
- **History of the Company**
  - Date and place of the establishment
  - Founding shareholders and directors
  - Important changes of ownership, management, etc.
  - Company's major successes or achievements
- **Business Summary**
  - Principal products or services
  - Describe the unique features of the business and products. Compare these with the competition

- Product brand names, price ranges and quality
- **Manufacturing**
  - Plant characteristics
  - Describe levels of current operations
  - List equipment
  - Steps being taken to improve production methods
  - Are competent people assigned to production?
  - Describe quality control procedures
- **Production and Personnel**
  - Describe manufacturing operation
  - Quality control processes and procedures
  - Number of personnel by functions
  - Compensations and benefits
- **Marketing and Sales**
  - Describe the market: history, size and trend
  - The primary market and the essential end users
  - Describe the principal customers
  - Describe pricing policies
- **Competition**
  - List major competition
  - Competitive advantages
- **Management**
  - Reputation and capabilities
  - Innovation ability

- **Research and Development (R&D)**
  - Fund allocated for R&D costs, such as percentage of sales
  - List any outside consulting R&D relationships, such as universities, individuals, firms
  - Number and qualification of R&D staff
- **Future goals related to your proposal**
  - Your offers if the proposal succeeds

### **Practice**

*Assume that you are a business owner producing handmade bags. You want to expand the business and need additional fund to buy sewing and cutting machines. Create a business proposal intended to get loans from banks for this purpose. Use the format as outlined above.*



## CHAPTER 11

### WRITING JOB APPLICATION LETTER

#### ICE BREAKING

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#### **SPELLING BEE**

*Purpose: know correct spelling*

*Identify the words that have been incorrectly spelled and write down the correct spelling.*

separate, untill, allright, ceiling, addres, corespondence, schedulle, acomodate, developement, parlament, besiege, bycicle, wierd, acquir, mispeled, poses, restorant, embarased, truely, recieve.

#### **LETTER OF APPLICATION**

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- Letter of Application
  - A letter of application is also known as a cover letter.
  - It is a document sent with your resume to provide additional information on your skills and experience.
  - It typically provides detailed information on why you are qualified for the job you are applying for.

- Your application letter should let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.
- If possible, address it to a specific person. You have to do a research about the company for this purpose.
- Effective application letters explain
  - ✓ the reasons for your interest in the organization, i.e. explain why you are writing. For example, you are responding to an ad.
  - ✓ why you are right for a particular position at that particular company: you are familiar with the field; you have qualifications for the job.  
You must identify your most relevant skills or experiences.
- Format for an application letter:
  - ✓ **First Paragraph:** Why you are writing - mention the job you are applying for and where you found the listing.
  - ✓ **Middle Paragraph(s):** What you have to offer the employer - mention why your skills and experience are a good fit for the job.
  - ✓ **Last Paragraph:** Say thank you to the hiring manager for considering you and note how you will follow up.

- Sample template format for a job application letter (by Alison Doyle, About.com Guide)

	<b>Contact Information</b>
	Name
	Address
	City, State, Zip Code
	Phone Number
	Email Address
	Date
<b>Employer Contact Information</b> <i>(if you have it)</i>	
Name	
Title	
Company	
Address	
City, State, Zip Code	
<b>Salutation</b>	
Dear Mr./Ms. Last Name, <i>(leave out if you don't have a contact)</i>	
<b>Body of Application Letter</b>	
<i>(The body of your application letter lets the employer know what position you are applying for, why the employer should select you for an interview and how you will follow-up).</i>	
<b>First Paragraph.</b> The first paragraph of your letter should include information on why you are writing. Mention the job you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one.	
<b>Middle Paragraph(s).</b> The next section of your application letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.	

**Final Paragraph.** Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up.

**Complimentary Close**

Sincerely,  
Signature

- Sample of job application letter

Ervina Wulandari  
Jl. Luhur Mulia 112  
Semarang 50603  
0811-2345-6789

Semarang, January 11, 2019

Mr. Sri Widodo  
HRD Manager  
PT. Gagah Perkasa  
Jl. Gatotkaca 1  
Semarang 50000

Dear Sir,

I refer to your advertisement in Kompas of January 5, 2019 for a chef supervisor.

This is precisely the field in which I have wanted to work for many years. My experience so far, as you will see from the enclosed resume, has given me a good background for this type of work.

I would welcome the opportunity to discuss the work with you, and to obtain your opinion on whether my qualifications and interest equip me to enter this field.

Yours faithfully,

Ervina Wulandari

## ○ RĚSUMĚ

- Resume or summary is the most important part of your application.
- It is to tell the employer the most important facts about yourself in the clearest and most concise way.
- A resume should be typed if possible and must be neat.
  - ✓ Try to balance it neatly on the page and to fit it on one page.  
If you have several years of work and a considerable amount of varied experience, you may like to continue on to a second page.
  - ✓ Rule of thumb: add one page for every ten years of experience you have since school.
- The best way to phrase a resume is to use an impersonal style: worked on this, was responsible for, and so on.
- A resume is divided into three parts:
  - a. Personal information
    - ✓ Full name
    - ✓ Address
    - ✓ Telephone number, fax and e-mail address
    - ✓ Career objective: for a first-time job seeker
    - ✓ Optional, sometimes not necessary: age, height and weight, marital status (it is illegal to ask according to western culture)

b. Education

- ✓ List your most recent degree first
- ✓ List courses or school activities related to the position
- ✓ List awards and honors

c. Work history

- ✓ List your most recent job first; choose to leave out those jobs that do not relate to the position you are seeking.
- ✓ Write a very brief description of your duties in each job.
- ✓ Include any business affiliation (organizations or clubs) you belong

End by writing ‘References Available Upon Request’

• Example

Ervina Wulandari  
Jl. Luhur Mulia 112  
Semarang 50603  
0811-2345-6789

**Working Experience**

2010-present

Head of Chef, Ambiance Restaurant, Jl. Muwardi 212, Jakarta, 60503.  
Supervise six assistant chefs. Responsible for all desserts.

2006-2010

Assistant Chef, Cajun Café, Palm Hill 14, Jakarta, 60514.  
Responsible for creating dessert menu.

**Professional Organizations**

2000-present

Member, Indonesia Association of Chefs

**Awards**

1991

Winner. Puff Pastry Competition, ...

## Practice

Create your application letter and resume for the position advertised in a newspaper as shown below.

### **SMS FINANCE**

*If you want to join a dynamic and fast growing company. If creating value and problem solving are challenges you seek for. If you think that Multifinance is a promising industry, you may be a person we are looking for, to join our luminous and enthusiastic team in the quest to build an excellent company.*

**We are looking for:**

#### **GENERAL MANAGER – ACCOUNTING**

- Min. 5 years experience with Top 5 Audit Firm, last position as Manager
- Excellent qualification in PSAK (USAP) and Tax Regulations (Brevet A & B)
- Familiar with Public Company Reporting Standard & Techniques
- Experience in handling Multifinance/Bank is preferred
- Total working experience not less than 6 years and max. age 35 year

We offer satisfactory packages to qualified people. Please tell us about yourself in a comprehensive Resume and sent it to Ms. Yolanda within 2 weeks from this advertisement at [hard@smsfinance.co.id](mailto:hard@smsfinance.co.id); or via snail-mail to:

HRD – PT. SMS Finance  
WismaMilenia Lt.6  
Jl. M.T. Haryono Kav.16, Jakarta 12810

*Stating your designated position on the top left of the envelope.  
Only shortlisted candidates will be notified.*

**CHAPTER 12**  
**BUSINESS CORRESPONDENCE**

**ICE BREAKING**

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**IF CONDITION**

*Purpose: express the idea*

- Imagine that you are a successful businessman, write what will you do.
- Student A can start saying:  
“If I am a successful businessman, *I will send my children to study abroad.*”
- Student B has to continue from the italic words by saying:  
“If I send my children to study abroad, *I will visit them once a month.*”
- Student C, D, E and so on can continue until everybody gets an opportunity to create a sentence:  
“If I visit them once a month, *I will travel by economical flights.*”  
“If I travel by economical flights, *I will save my money.*”  
And so on.



## BUSINESS LETTER

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- Business letter is essential to many tasks, such as to sell a product by mail, answer queries from distant place, make or accept an offer in a clear and binding form.
- A well-constructed letter can help you to get new business, improve and develop your relationship with clients.
- Tips in writing a good business letter:
  - Use natural language

The language of business is the same as everyday English and follows the same basic principles in any letters. What differentiates them is what you write about.
  - Avoid jargon

Jargon is a set of specialized terms that make precise communication easier among members.

For example, *matters* = legal cases; *ad* = advertisement;
  - Avoid biased language

Avoid using language that may unconsciously use sexist or racist idioms and clichés, such as a bit of an old woman, nigger, white man.

- Plan your letters

You must plan what will you say, how you will word your message, what form or layout your letter will require

- ✓ Make your opening as direct and specific as possible: give good news for the reader immediately; identify the subject matter in your opening paragraph
- ✓ Keep your sentences short (not exceed 24 words).
- ✓ The closing should be firm and positive. Avoid vague closings like “*Hoping to hear from you*” or “*Thanking you in advance.*” You may write “*Please send us a prompt reply*” or “*Please contact me if I can help further.*”

- Basic Format

1. The heading or letterhead: your company name and address
2. The date: below your address either with format of May 27, 2017 or 27/11/17 (US)
3. The inside address: name, title, company, and address of the person to whom you are writing
4. The references, if any: your ref and our ref
5. The salutation or greeting: ‘Dear ...’ followed by a colon or comma

‘Mr’, ‘Mrs’, ‘Miss’ should be followed by a family name.

6. The subject line, if any.
  7. The body: the text of the letter  
The format can be either indented or block. In block form, paragraphs are not indented and are separated by double spacing.
  8. The complementary close: usually ‘Sincerely yours’ or ‘Very truly yours’ followed by a comma
  9. The signature: your signature with your name and title (if you have one)
  10. Copy to: cc
  11. Enclosure
- Examples
    - Indented

*PT. Gelora Perkasa  
Jl. Pahlawan 111 Kuta, Bali 30303*

*July 16, 2019*

*Mr. Fajar Sentosa  
Production Manager  
PT. KaryaAbadi  
Jl. Kerjasama 1  
Bandung 40222*

*Dear Mr.Sentosa,*

*Late deliveries of supply*

*Thank you for your letter of June 28, explaining the cause of delays in supply of papers.*

*Ms. Dianda, to whom you sent your letter, resigned suddenly a week ago without passing on your letter and explanation to me.*

*I realize that the circumstances causing the delays were beyond your control. If you can guarantee prompt supply from now on, we will be happy to continue ordering from you. Please let me know if this is possible.*

*Yours faithfully,*

*Bisma Kusuma Jaya  
Procurement Manager*

- Block

*PT. Gelora Perkasa  
Jl. Pahlawan 111 Kuta, Bali 30303*

*July 16, 2017*

*Mr. Fajar Sentosa  
Production Manager  
PT. Karya Abadi  
Jl. Kerjasama 1  
Bandung 40222*

*Dear Mr. Sentosa,*

*Late deliveries of supply*

*Thank you for your letter of June 28, explaining the cause of delays in supply of papers.*

*Ms. Dianda, to whom you sent your letter, resigned suddenly a week ago without passing on your letter and explanation to me.*

*I realize that the circumstances causing the delays were beyond your control. If you can guarantee prompt supply from now on, we will be happy to continue ordering from you. Please let me know if this is possible.*

*Yours faithfully,*

*Bisma Kusuma Jaya  
Procurement Manager*

### **Small Exercise**

*Please answer the letter of Mr. Bisma Kusuma Jaya using correct format. Consider to use correct grammar.*

### **Practice**

Below are the products created by PT Robotic Indonesia in which you are interested in. You want to buy them for reselling. Write a business letter intended to ask more information for your purpose.



**PART 4**  
**BUILDING SKILLS INSPEAKING**

## CHAPTER 13

### BUSINESS PRESENTATION

#### ICE BREAKING

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#### **I AM...**

*Purpose: have small presentation*

- Divide students in group of 5-8 people.
- Each student in a group writes down 3 simple sentences describing themselves using I AM ... on a paper.

For example:

I AM perseverance;

I AM studying English for Business now;

I AM originally from Yogyakarta.

- Then each student has 3 minutes to present their descriptions to the group.



## PRESENTATION

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- Some hints for a successful presentation
  - Preparation
    - ✓ Do planning. Good plan will make you to be more confident and help to overcome nervousness. So, plan your presentation carefully.
    - ✓ Determine objectives. Think what you want to achieve: to inform, to persuade, to train or entertain the audience.
    - ✓ Know your audience. Whom exactly will you be addressing? How many people will be attending? What do they need to know? What do they already know? What will they expect in terms of content and approach?
    - ✓ Decide content. Decide which are the most relevant and appropriate ideas to the audience and the objective. Then, carry out research that is necessary.
    - ✓ Choose approach. Choose way to tell what you are going to say and what you have said. Try to develop key points in an interesting and varied way. Give examples, figures, and anecdotes to support.
    - ✓ Plan organization. Think how you will organize the content. Your presentation should have clear and coherent structure. Start with a brief introduction to welcome your audience, introduce your topic, and outline the structure of

your talk. End with a brief conclusion to summarize the main points, thank the audience for their attention, and invite questions.

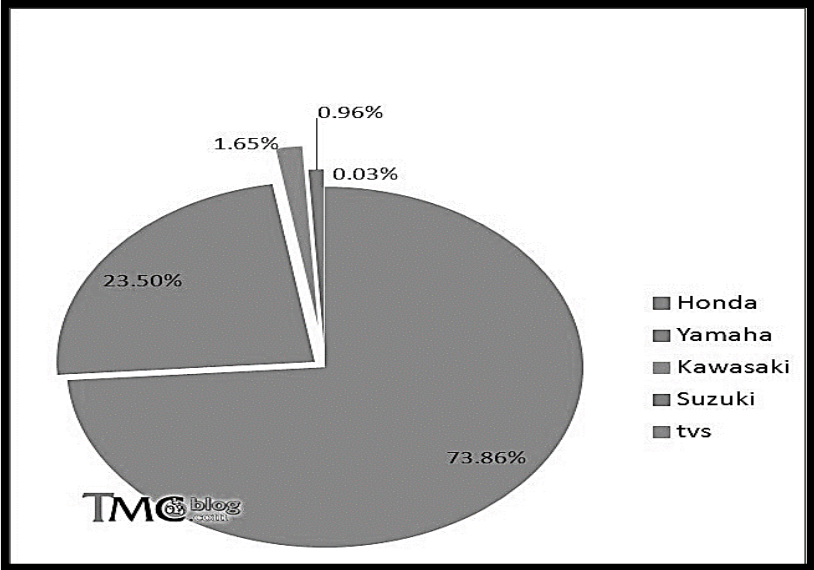
- ✓ Use visual aids. Visual aids, such as charts, diagrams, graphs, etc help to make presentation more interesting & easier to understand. Don't put too much information on each one.
- ✓ Do rehearsal. Practice your presentation. This will give you a chance to identify any weak points, check the timing, and pronounce any figures, names correctly and confidently.
- **Delivery**
  - ✓ Nerves. You will probably be nervous at the beginning of your presentation. You can reduce it by trying not to speak too fast in the first couple minutes. This way is also to establish your rapport with the audience.
  - ✓ Audience rapport. Try to be enthusiastic, make eye contact to your audience as you speak, pick up signals of boredom or disinterest and cut the presentation short if possible.
  - ✓ Body language. It is better to stand rather than sit when you are delivering your presentation. Be aware of any repetitive gestures or awkward mannerism that might irritate your audience.
  - ✓ Voice quality. You must clearly audible at all times and vary your intonation in order to make your voice more

interesting and the points will be delivered more effectively.

- ✓ Visual aids. Use the visual aids confidently and make sure your audience can absorb information from slides/transparencies/flipcharts.
- ✓ Audience reaction. Be ready to deal with any hostile questions from audience. Be polite and give diplomatic answer are a good tactic.
- Language
  - ✓ Simplicity. Use short words and sentences that you are comfortable with. Keep simple.
  - ✓ Clarity. Use active verbs and concrete words instead of passive verbs and abstract concepts. They are easier to understand. Avoid jargon unless all the audience will understand it.
  - ✓ Signaling. Give clear signals of the direction as you are moving on to the next or indicate when you have completed one point or section and move on to the next.

## **Practice**

Work in group. Prepare a short presentation about the figure below. Each group will have a five-minute presentation.



# CHAPTER 14

## BUSINESS MEETING

### ICE BREAKING

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#### HOMOPHONES

*Purpose: able to differentiate the meaning*

Homophone is a word that is pronounced in the same way as one or more other words but is different in meaning and sometimes spelling.

Below are some examples of homophone.

<i>be &amp; bee</i>	<i>knew &amp; new</i>	<i>sea &amp; see</i>
<i>blue &amp; blew</i>	<i>Knight &amp; night</i>	<i>some &amp; sum</i>
<i>dear &amp; deer</i>	<i>knot &amp; not</i>	<i>through &amp; threw</i>
<i>dew &amp; due</i>	<i>made &amp; maid</i>	<i>two &amp; too &amp; to</i>
<i>feel &amp; fill</i>	<i>mail &amp; male</i>	<i>weak &amp; week</i>
<i>four &amp; for</i>	<i>our &amp; hour</i>	<i>where &amp; wear</i>
	<i>road &amp; rode</i>	<i>write &amp; right</i>

- Read the words above out loud
- Write down a sentence for each homophone (two words in a sentence) to clarify their meaning. For example:
  - I wanted *to* buy *two* books, *too*
  - They *see* a ship on the *sea*
- Explain the meaning of the sentences that have been made.

## MAKE MEETINGS WORK FOR YOU

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- Running a meeting
  - Only call a meeting if there are quite clear about its purpose
  - Can the purpose/objective be achieved through alternative means (such as a memo)? – It's better to wait until a situation or problem requires a meeting.
  - If a meeting is the solution, circulate a memo several days in advance (time, place, objectives, issues to be discussed, other participants, preparation expected)
  - Practical guidance:
    - ✓ Should be held in the morning (if possible)
    - ✓ Should last no more than an hour
    - ✓ Six is the optimum number of participants for a good working meeting; larger meetings can be productive as brainstorming sessions for ideas
  - A successful meeting always leads to action. Therefore, the decisions are to decide persons delegated to each task and deadline for its completion.
  - Draw out quieter members of the group by giving encouragement.
  - Do not single out any individual for personal criticism.
  - Do not dominate the meeting.

- Attending a meeting
  - Prepare a few key points in note form to put across or discuss
  - Do not memorize notes or read them out like a sermon. This inhibits natural gestures (eye contact, body language)
  - Do not be afraid if you cannot answer a question
  - Seek to offer solutions rather than to complain
  - Arrive early and sit to the chairperson to ensure that you are not ignored
  - Do not try to sneak in as if you are invisible
- DOs and DON'Ts for chairperson and participants in a meeting

<b>CHAIRPERSON</b>	
<b>DOs</b>	<b>DON'Ts</b>
1. Have a clear purpose 2. Circulate a memo beforehand with agenda and location 3. Hold the meeting in the morning 4. Limit the number of participants around six 5. Circulate the minutes after the meeting and again before the next one	1. Go on for more than an hour 2. Invite the whole department 3. Avoid dealing with problems 4. Criticize in public

6. Encourage quieter member of the group	
<b>PARTICIPANTS</b>	
<b>DOs</b>	<b>DON'Ts</b>
<ol style="list-style-type: none"> <li>1. Prepare key points in advance</li> <li>2. Be positive with criticism and proposals</li> <li>3. Offer solutions rather than complaining</li> <li>4. Arrive early and sit near the chairperson</li> </ol>	<ol style="list-style-type: none"> <li>1. Memorize and read notes</li> <li>2. Be afraid to say that you don't know</li> <li>3. Sneak in if you're late</li> </ol>

- Some useful language for participating in meetings

Giving opinion	<p><u>Strong:</u></p> <ul style="list-style-type: none"> <li>• I'm convinced ....</li> <li>• I'm sure .....</li> <li>• I have no doubt .....</li> </ul> <p><u>Neutral:</u></p> <ul style="list-style-type: none"> <li>• I think .....</li> <li>• As I see it .....</li> <li>• In my opinion .....</li> </ul> <p><u>Tentative:</u></p> <ul style="list-style-type: none"> <li>• It seems to me .....</li> <li>• I tend to think .....</li> <li>• I feel .....</li> </ul>
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<p>Agreeing</p>	<p><u>Strong:</u></p> <ul style="list-style-type: none"> <li>• I totally agree</li> <li>• I agree entirely with <i>(name)</i>..</li> <li>• Absolutely!/precisely!/Exactly!</li> </ul> <p><u>Neutral:</u></p> <ul style="list-style-type: none"> <li>• I agree with you</li> <li>• I think you're right</li> <li>• That's true</li> </ul> <p><u>Tentative:</u></p> <ul style="list-style-type: none"> <li>• Mmm, maybe you're right</li> <li>• Perhaps</li> <li>• I suppose so</li> </ul>
<p>Disagreeing</p>	<p><u>Strong:</u></p> <ul style="list-style-type: none"> <li>• I don't agree with you at all</li> <li>• I totally disagree</li> <li>• It's out of the question</li> </ul> <p><u>Neutral:</u></p> <ul style="list-style-type: none"> <li>• I don't really think so</li> <li>• I can't see that, I'm afraid</li> <li>• I'm afraid I can't agree with you there</li> </ul> <p><u>Tentative:</u></p> <ul style="list-style-type: none"> <li>• I tend to disagree</li> <li>• Mmm, I'm not sure</li> <li>• Do you really think so?</li> </ul>
<p>Making a suggestion</p>	<p><u>Neutral:</u></p> <ul style="list-style-type: none"> <li>• I suggest (that) .....</li> <li>• I would suggest .....</li> <li>• My suggestion would be to.....</li> </ul> <p><u>Tentative:</u></p> <ul style="list-style-type: none"> <li>• We could.....</li> <li>• Perhaps we should .....</li> <li>• It might be worth .....</li> </ul>

	<ul style="list-style-type: none"> <li>• Why don't you/we .....</li> </ul>
Reformulating/ Checking comprehension	<ul style="list-style-type: none"> <li>• To put that another way, ....</li> <li>• If I follow you correctly, ....</li> <li>• So what you're saying is ...</li> <li>• Does that mean ...?</li> <li>• Are you saying ...?</li> </ul>
Expressing reservations	<ul style="list-style-type: none"> <li>• You have a point, but...</li> <li>• I agree to some extent, but...</li> <li>• I suppose you're right, but ...</li> <li>• Maybe that's true, but ....</li> </ul>
Moving to a new point	<ul style="list-style-type: none"> <li>• We ought to move on</li> </ul>
Setting objectives	<ul style="list-style-type: none"> <li>• What we've got to do</li> </ul>
Asking for an opinion	<ul style="list-style-type: none"> <li>• What do you think ...?</li> </ul>
Interrupting	<ul style="list-style-type: none"> <li>• Could I just come in here ...?</li> </ul>
Summarizing	<ul style="list-style-type: none"> <li>• Let's recap</li> </ul>

### Small Exercise<sup>6</sup>

*Purpose: increase your vocabulary in meeting related matters by doing this exercise.*

*Complete the following sentences with the appropriate words in the box*

agenda	apologies	vote	chairperson	items
consensus	minutes	arising	circulate	conduct

---

<sup>6</sup>Taken from David Cotton and Sue Robbins (1993), Business Class, Longman, p.113

1. In all formal meetings and most informal meetings, there is a ..... whose job it is to ..... the business of the meeting and to ensure that the meeting's objectives are achieved.
2. It is helpful in both formal and informal meetings to have an ..... listing the points that are to be discussed. It is usual to ..... this in advance so that participants can prepare adequately for the meeting.
3. If there are too many ..... on the agenda, it is inevitable that the meeting will be over-long and so less effective.
4. After formal meetings, the secretary writes up the ....., an official record of the discussion that has taken place.
5. If you cannot attend the meeting, it is customary to send your ..... to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters ..... out of the minutes of the last meeting.
6. When decisions must be taken, the chairperson hopes there will be a ..... on what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her .....

## **ROLE PLAY**

---

### **CONDUCT A MEETING**

- Students work in groups of 5-8. One of you plays the role of chairperson and the rest are the participants of the meeting.
- Each group decides a purpose/objective to be brought to the meeting.
- Each group then do role play: 'conducting a meeting' for about 10 minutes. Everybody in the group must contribute by being active or speaking up during the meeting.
- At the end, the chairperson must conclude what are achieved and close the meeting.

## CHAPTER 15

### NEGOTIATION

#### ICE BREAKING

---

#### COLLECT

*Purpose: negotiate with others*

- Students work in groups.
- Each group will have some cards with words on each. The card with bold words is the heading that becomes the topic and the others are supposed to be things related to the topic.
- The students in the group arrange the cards they have according to the topic. Then, decide which card(s) they don't need and which card(s) they may need to complete the topic.
- Each group has to get cards they need by trading with other groups (one card is given away to get another one). The other group can reject to trade with. Negotiation may take place in order to get the card they need from the group.
- Each must look around which group has the card(s) as needed and trade with them to complete the topic. Group that can finish faster is the winner.

- Communication must be in English. Those don't speak English will get punishment.

## NEGOTIATION

---

- What is negotiation?
  - Negotiation is a dialogue intended to resolve dispute, to produce an argument upon courses of action, to bargain for individual or collection advantage.
  - Good negotiation isn't about winning and it isn't about someone else losing.
  - Negotiate is to discuss, to confer in order to come to an agreement.
- How to be a good negotiator
  - Try to get on well with your opposite number
  - Use empathic language
  - Show respect for your opposite
  - Make suggestions to resolve disagreement
  - Have clear objectives
  - Be determined to win
  - Say I don't understand, if that is the case
  - Listen carefully
  - Always compromise
  - Discuss areas of conflict

- Hints for having a successful negotiation
  - Be willing to negotiate in the first place
  - Don't get emotionally involved
  - Don't get suckered by the "rules" trick
  - Never be the first person to name a figure
  - Ask for more than you expect to get
  - Let them believe the final decision doesn't rest with you
  - Don't act too interested
  - Don't leave the other person feeling as if they've been cheated
- Hints on Negotiating
  - Preparation
    - ✓ Planning. Make sure to prepare properly so you can possibly achieve a satisfactory outcome.
    - ✓ Research. Try to find out as much as you can about your opposite number and his or her business.
    - ✓ Objectives. Think of long term view and decide on a range of objectives for you to be more flexible during the negotiation.
    - ✓ Limits. Know your sticking points and limits and the reasons so you can negotiate comfortably.
    - ✓ Strategy. Plan your negotiating strategy and consider the strengths and the weaknesses of your opposite number and your own.

- Techniques
  - ✓ Rapport. Try to establish a good rapport since the beginning you meet your opponent. ‘Social talk’ is a good way to start with.
  - ✓ Parameters. Try to establish areas of common ground and areas of likely conflict before move to the next stage of negotiation.
  - ✓ Listen. Listen attentively at every stage of negotiation to avoid misunderstanding.
  - ✓ Attitude. Be constructive not destructive. Treat your opposite number with respect and avoid an atmosphere of conflict. This way is to create harmony that may lead to a productive negotiation.
  - ✓ Approach. Keep your objectives in mind. Try to resist the temptation to introduce new arguments all the time and use the minimum number of reasons to persuade.
  - ✓ Flexibility: Be prepared to consider a range of alternatives and to compromise to avoid deadlock.
  - ✓ Review. Review regularly the progress of negotiation. This will give both parties a chance to check understanding and to clarify any misunderstanding.
  - ✓ Agreement. When agreement has been reached, close the deal firmly and clearly. Confirm what has been reached and aspects that need further action.



- ✓ Confirmation. Write a follow-up letter to confirm in writing the points agreed during the negotiation and clarify any outstanding matters.
- Language
  - ✓ Simplicity. Keep your language simple and clear. Use short words and sentences in which you are comfortable with.
  - ✓ Clarity. Don't be afraid to ask questions about things you don't understand in order to avoid any misunderstanding.

## **ROLE PLAY**

---

### **BARTER TRADE**

- Students work in groups of around four. A group represents a company that produces a product.
- Each group define its product and characteristics as well as things related to selling the product (such as price, payment, support service, etc.).
- A group negotiates with another to barter their product. Both groups have to come up with a deal to barter their product. Apply the hints that have been discussed.

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