10 SUCCESSFUL COLOMBIAN EXECUTIVES WORKING ABROAD

By Robert Brandwayn

A Business English Book

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PREFACE

10 Successful Colombian Executives Working Abroad has been written for people interested in furthering their knowledge of both Business English and business in general. It contains candid conversations with bright executives and entrepreneurs from which we can all learn about their professional and personal experiences. It also contains enough grammar and vocabulary information to be a document used as a stand alone text for a Business English course.

The book is divided into ten chapters, with an interview in each one. The process of selecting the people to be interviewed was a challenging one. The interviewees had to meet a certain set of criteria: They all had to be Colombian; have a career of more than five years in the United States; and use English as their main language at work. Of course, I was very interested in how they learned and developed their use of the language and how it was adapted to meet their needs as executives. An exception to the criteria was made with Manuel Arango from Shell, since he lives and works in Europe. However, his experience in the oil and gas business was too good to be left out. Also, since the title of the book mentions interviews with "successful" executives I feel the need to explain that my definition of successful does not relate to the number of times an executive has appeared in business magazines or newspapers (although some of them have many mentions in this regard). What I was looking for were professionals who had been able to sustain a career in a different country and culture for a number of years.

In terms of business, the book contains an array of interesting subjects such as:

Advertising in Chicago; marketing for a pharmaceutical company; wealth management; budgeting for architectural projects; and quality control for a huge food multinational, to name just a few. The subject of 'Business English' is so broad that it is very difficult to include all the possible topics in one volume. So, the way the book was developed followed somewhat a 'chicken and egg' dynamic. I had an idea of some aspects of business the book had to include. However, the issues that came forth in the interviews dictated the areas of business that eventually were developed. Did I decide on human resources, corporate banking and soft skills initially? Let me explain more on this matter. The task of finding the executives and coordinating their interviews was not an easy one. It involved networking, a lot of Skype and e-mails back and forth, cold calling, and even a bit of political maneuvering. At a certain point in the process I had three stock brokers ready to talk about their experiences in the NYSE yet, in the end, the book includes none of these. Also, in some of the cases I wanted to talk about a certain business issue but the interview, based on the executive's experience, went in a completely different direction. Was I to curtail the wisdom coming my way? For example, an interview that was supposed to be about the media business ended up being about communication in the corporate world; another that was supposed to deal with project management focused more on bidding politics and budgeting. Therefore, my choice of subject matter rested more on the outcome of each interview and some of my initial topics were eliminated. If the reader eventually needs a more comprehensive book about business in English there are many valuable sources referenced in the bibliography section.

Finally, I would like to thank all the people without whom this book would never have seen the light of day: José Manuel Restrepo, Juan Santiago Correa, Javier Murillo and Felipe Reyes at CESA for their invaluable support and enthusiasm for this project; to all ten interviewees for their time and priceless information; my wife Alexandra for her constant drive and inspiration; to Brendan Corrigan for his advice and thoroughness while editing and proofreading every draft; to Juliana Monroy, Camila Arango, Diana Correal, Ana Johanna Cubillos, Piedad Casas and all the group of teachers at BSR Idiomas for their wonderful work; and to my clients and students whose demands and needs motivate us to become better teachers and coaches.

TO THE STUDENT

This book is first and foremost an instruction book aimed at students of Business English, levels *Pre-Intermediate (A2/B1) and up (C1/C2)*. Regarding language instruction, the book uses the interviews as the starting point to discuss a particular grammar topic, introduce a set of new vocabulary, and offer other language issues for elementary to advanced students of English alike, such as phrasal verbs and idioms. Needless to say, all grammar issues are discussed in a Business English context and are relevant to furthering the command and understanding of Business English and English in general.

All chapters are divided into the following sections:

1. A small introduction to the topic
2. The interview
3. "Nuts & Bolts of English": This section includes grammar, idioms, phrasal verbs, and a section called "The Word Tool Kit", which deals with new vocabulary
4. Exercises
5. Bibliography and further reading

10 Successful Colombian Executives Working Abroad can be used individually or under the guidance of a Business English teacher or coach. (I have provided answers to all the exercises, which you can find at the back of the book.) Each Chapter also contains a list of links and books to explore if you want to expand your knowledge of a particular subject. At the end of each chapter you should be able to make sense of the specific grammar topic discussed and incorporate the new vocabulary, phrasal verbs, and idioms to your Business English lexicon. The book can also be used as a reference for the particular issues examined in each chapter. The following is an outline of the grammar points to be reviewed and, in time, assimilated. They are designed in such a way as to increase in level of difficulty (Chapter One dealing with easier subjects and Chapter Ten with more difficult ones). Some grammar issues are introduced in earlier chapters to build up the structures for grammar material further into the book.

Chapter 1. Communication Skills

This chapter features an interview with **Luis Silberwasser** from the **Discovery Channel**. In terms of grammar it focuses on the **Past Simple** (events that happened in the past and do not continue in the present) along with **idioms** and **vocabulary** related to communication: *get to the point, beat about the bush, put someone in the picture, argue, repeat,* and *influence* among others.

Chapter 2. Recruitment

This deals with the **Present Perfect** (the unfinished past: events that started in the past and have relevance in the present) and how we can always use the present perfect when writing a **cover letter** to apply for a job. It also includes **phrasal verbs** that have to do with human resources and job searches (*take part*, *look for*, *turn up*, *apply for*, *call back*, etc.) as well as **vocabulary** (*prospect*, *employer*, *assessment*, etc.) that helps a student speak about recruitment with confidence. The interviewee for this chapter is **Clemencia Macías** from **Language Line Solutions** in California.

Chapter 3. Marketing

José Vicente Puerto from **CVRx** helps us discover the importance of marketing online, regardless of the product. In terms of grammar, this chapter focuses on the slight variations of the **future tense**. You will learn what these variations imply and how, if used in a business context, they can change the meaning of the message.

Chapter 4. Investment Banking

The ability to talk about probable situations in the present is vital to any entrepreneur and executive. The **Zero and First Conditionals** help us transmit this. Through the explanations and exercises in this chapter we expect you to grasp the intricacies of this difficult subject matter. **Jaime Beckman** from **Krauss Morgan** will tell us about the subtle skills needed in Corporate Banking.

Chapter 5. The Internet Startup

It makes sense to follow the discussion of the First Conditional with the ability *to discuss hypothetical situations in the future*, something that the **Second Conditional** does. This topic assumes knowledge of difficult subjects such as the Present Perfect (covered in Chapter 2) and the participles. The chapter also demonstrates the use of Internet phrasal verbs such as *plug in, scroll down,* and *log in* as well as Internet vocabulary like *bandwidth, attachment,* and *browser*. **Luis Becerra** from **Batanga.com** is the interviewee for this chapter in which he discusses the many challenges an Internet startup faces.

Chapter 6. The Budget

The ability to discuss *hypothetical situations in the past* is the focus of this chapter, which deals with the **Third Conditional**. It requires knowledge of the both the Present Perfect (Ch. 2) and the Past Perfect (a brief reminder is included in this section to aid in the understanding of the subject). **Miguel Pardo** from **LA Architecture** gives us his insight on the intricacies of bidding and budgeting for architectural projects in California.

Chapter 7. Soft Skills

Roberto Silva from **Medtronic** in Minneapolis gives us an account of the importance of soft skills for any executive working in a corporation nowadays. The grammar focus will be on **Modal Verbs**, their differences, structure, and relevance in business communication (both written and oral).

Chapter 8. Trends

The grammar spotlight comes down on trend verbs and adverbs in this chapter. **Manuel Arango**, who works for the gas and oil multinational **Shell**, helps us explain how there is nothing more practical for today's executive than being able to **explain trends and variations** that change over time. At the end of this chapter you should be able to use the introduced vocabulary in a successful way during your presentations.

Chapter 9. Advertising

To be a successful executive you have to be able to write well. If you are of the opinion that English is a tool more than a language (even if Shakespeare turns in his grave) then emphasis on **connectors** (*however*, *furthermore*, *nevertheless*, etc.) is a must in order to improve your writing. **Diana Samper** from the **Marketing Store** in Chicago gets straight to the point explaining the importance of the written word in today's business and the fine details of working in the advertising world in the United States.

Chapter 10. Processes

By the end of this chapter you should be able to identify the difference between the **Active** and the **Passive** voice and in what context to use them. The Passive voice for example, is helpful in reporting events, describing sequences, and in writing e-mails and memos. **Hugo Gutiérrez** from **General Mills** uses it often in his interview about quality control and industrial processes.

CHAPTER 1
COMMUNICATION SKILLS

"I believe the fundamental lesson is that you should develop good communication skills to survive in the corporate world."

Luis Silberwasser, Discovery Channel

Effective communication implies the correct transmission of a message. Whether this message is spoken or written, the consensus is that it should have seven attributes known as "The Seven Cs". For a message to be effective it must be:

a. Clear
b. Concise
c. Concrete
d. Coherent
e. Complete
f. Courteous
g. Correct

Some people include 'credible', 'creative', and 'considerate' in this list as well.

How good are your communication skills? The interviewee for this lesson is **Luis Silberwasser,** International Head of Content for Discovery Channel. In the interview Mr. Silberwasser discusses such issues as cross-cultural communication, giving presentations, handling difficult situations, and communicating in writing.

1.1. The Interview: Luis Silberwasser – Discovery Channel

Although born in New York, his family moved to Cali when he was four years old. **Luis** studied at the Colegio Hebreo Jorge Isaacs in Cali graduating in the early 80s. His undergraduate college experience was in Georgia Tech in Atlanta where he obtained a degree in industrial engineering. He first worked as an engineer in different companies in the United States and Colombia, such as IBM and Sanyo. A turning point occurred in 1989 when **Luis** was accepted to the Harvard School of Business to pursue an MBA. He has lived and worked in the United States ever since, working for companies such as Procter & Gamble, Sunbeam, and, currently, Discovery Channel where he is Head of International Programming. He lives with his family in Florida.

Could you tell us about your experience as a business executive in the U.S.?

"It's been a very profound experience. I've lived in the United States for more than 20 years and to be honest with you, the different work experiences have been very transformational. I've had to work in three extremely different companies and each of them has taught me many things; however, I believe the fundamental lesson is that you should develop good communication skills to survive in the corporate world."

Interesting, could you elaborate on that idea?

"Well, it's very simple. One of the most defining moments of my career was when I decided to accept an offer at Procter & Gamble (P&G, as it is informally known)[1] a very established and professional company based in Cincinnati, Ohio. One of the core principles of the company is 'effectiveness in communication' and as a rule all communication has to be succinct. I worked in P&G for almost seven years and very early on I learned that if you were not able to summarize your ideas on one page no one would take them seriously. More so, the overall consensus was that if you weren't concise you really hadn't put enough time in to develop your ideas."

What exactly did you do at Procter & Gamble?

"I started off as Assistant Brand Manager. Gradually, I began climbing the corporate ladder. So, after some time, I became Brand Manager for the 'Oil of Olay' brand of shampoos, creams, and soaps. Later on I managed deodorant brands such as 'Sure' and 'Secret'. The idea of course was to increase their market share, so I had to learn a lot about each business line and participate in marketing and advertising as well as promotion. It was a creative job but at the same time it involved a lot of analysis. I had at my disposal tons of data that had to be reviewed in order to give my recommendations."

Your recommendations?

"Yes, my proposals for action, my ideas. I had to constantly sustain what I was doing to improve the business and I had to either submit it in a one page brief or in a less than five minute presentation."

So, it was basically "straight to the point" or else?

"Yes, there was no 'beating about the bush' there. This is a big difference with the Spanish language. Spanish allows for more eloquence."

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1 **Procter & Gamble**, Multinational manufacturer of product ranges including personal care, household cleaning, laundry detergents, prescription drugs, and disposable diapers <http://www.pg.com>

Thus, P&G taught you how to communicate in a straightforward way?

"Indeed, the best school for that. Every meeting with my superiors was an exercise in itself. The recommendations and analysis had to be crystal clear or they would send you back to the drawing board. It was one of the greatest transformations of my career. P&G has a very strong corporate culture and one of its principles is employee professional development. Generally people are promoted from within and you can meet people who have worked for many years in P&G. It was definitely a great school and the way it works is very different from other companies."

So why the change to Sunbeam?[2]

"I wanted to move to Florida. My family was living in Cali at that time and I wanted to be nearer to them. Ohio is very far from Colombia."

Was there a change in corporate culture?

"Sunbeam was a world apart from P&G; it felt like a race against time. If I could use a word to describe it, I would say it was impetuous. I was part of a new team hired to manage a restructuring process. The job was less strategic, but that corresponded to a different set of pressures since the company was undergoing a complete turnaround."

The fact that you were part of the restructuring crew no doubt meant your communication skills changed?

"In terms of communication there was no time to analyze and discuss things, it was more a culture of doing, organizing, and influencing. I guess what I developed most at Sunbeam were my persuasion skills."

What do you mean by that?

"Since the motivation of the group of directors was to change the company in the fastest way possible, the type of communication used was emotionally charged. You had to get your point across no matter what; so I guess I adapted, changing the way I spoke and wrote depending on the circumstances. You had to be more effective with less information. At Procter & Gamble, for example, we had more information."

Did you feel at ease with those changes?

"It was survival of the fittest in a certain sense. But, interestingly, my knowledge of Spanish helped a lot."

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2 **Sunbeam**: Manufacturer of small home appliances <www.sunbeam.com>

Really?

"Yes. The company had plants in Mississippi and Mexico and our mission was to shut the plant in the U.S. and move it to Mexico. Since Spanish is a more empathic language it was easier for me to explain to the people in Mexico about the changes. You see, Spanish uses more verbs and is more generous in terms of words whereas English is a bit colder. Of course it didn't help much when explaining to the people in the Missouri plant we were going to relocate."

How long did you work at Sunbeam?

"Only a couple of years. My next job was at Discovery Channel where I've been for the past 12 years."

How would you describe the experience there so far?

"It's halfway between P&G and Sunbeam. There isn't sufficient time to do a lot of thinking and analysis, so much of the decision making is gut based. Discovery Channel is an 'idea and sales' based company so it requires a completely different set of communication skills. It is much more verbal. I don't really have to write much. There are a lot of meetings, seriously long meetings with a lot of discussion, convincing, and persuasion going around. So in that sense my verbal English has improved a lot."

Compared to when?

"Well, even though I was born in New York (and I lived the first four years of my life there) I basically grew up in Cali. It was the 1970s and 1980s so I got most of my English from watching movies on the Betamax and traveling to the U.S. When I arrived at Georgia Tech I didn't really need much language skills since I got my undergraduate degree in engineering. The majority of my coursework was numerical and most of my friends were Latin American, so the need to speak English was very little. However, things changed when I arrived to Harvard because I had to speak in public on a daily basis. At Procter & Gamble my written English was shaped, but it has really been at Discovery Channel where I've gotten my complete set of language skills together."

Do you use Spanish at all?

"Both Spanish and my Colombian background have been very helpful. For example, I have had to deal with the Latin American, European, and African markets simultaneously and every country has its own set of rules and cultural differences. The fact that I've experienced life in both developed and developing countries has contributed to doing business in every region with more ease. It gives you more sensitivity and a deeper understanding of the cultural subtleties. At the end I can transmit information to the main office in a more efficient way.

Language reflects a culture. For example, I believe we are more relationship driven in Latin America and the communication tends to be less formal, whereas in the U.S. it is much more impersonal, everything is straight to the point. I guess being able to move between cultures has been a great asset in my professional development. My role in Discovery Channel has involved wearing many hats."

Could you please elaborate on the different roles you've had?

"I began working in the marketing department for the Latin American region. After that, I moved to corporate sales for four years. Then I was invited to work in the corporate development area, which focused mainly on strategy design. That was a more U.S. market-oriented job and I had to deal constantly in English. After a while, my responsibilities shifted to the U.S. Hispanic market (these are the channels transmitted in Spanish in the United States). That was my job for five years. Right now I'm in charge of worldwide programming."

Do you have a creative role in that?

"Not really, what I actually do is react to ideas. Production companies pitch their proposals after we give them a brief. For example, we tell them we want a scientific program; but something grounded, not very academic, something like 'Myth Busters'. After we see what they show us we contribute, we question, we change. The important thing is to be able to say right there and then what one likes or dislikes about the idea and what changes are needed. You have to be very clear."

Do you have to give a lot of presentations?

"Sometimes I have to deliver PowerPoint presentations to the upper level management in Washington or London explaining 30 different markets at great length. These are presentations that contain a lot of data and can go on forever."

Is the language different between the U.S. and England?

"Of course, the British are very analytical and academic; it's kind of a 'less is more' culture. The Americans are more of a 'let's get the ball rolling' culture. Now, if we compare the 'English language' culture against the 'Spanish language' culture, then we'll see a more distinct difference. People LOVE to speak in Latin America; we are more about HOW we say things whereas in the States and England it is more about WHAT is being said. Harmonizing those changes in language has been challenging but has proven worthwhile, especially since the company's language is English."

So substance over style?

"Yes, substance rules. However, it is really the culture of the company that determines what works and what doesn't in terms of language. So I guess style still matters as long as you are able to sell your ideas to others."

"Let me get to the point about the communication policy of this company: You DO what I SAY even if you don't understand a word of it."

1.2. Nuts & Bolts of English

1.2.1. Grammar: The Past Simple

In the interview Mr. Silberwasser says:

*'I **started** as an Assistant Brand Manager and gradually **climbed** the corporate ladder.'*

What tense does the sentence reflect?

a) Present (presente)
b) Past (pasado)
c) Future (futuro)
d) An action in the past that continues in the present (una acción en el pasado que tiene relevancia en el presente)

The correct answer is *b) Past.*

This sentence reflects an action (or actions) that took place in the past, we know **it happened** but we don't know if it continued happening. It is basically a **completed** action in the past. In English grammar this tense is known as the **Past Simple.**

The **Past Simple** refers to actions that are generally **completed** or to a **period** in **the past** or to **habits** in the **past**.

(*Don't worry about fancy names covering grammar phenomena. These are just ways to classify* ***the place in time*** *the sentence refers to.*)

Examples

Completed action: *'I watched a movie.'*
A period in the past: *'I worked at P&G for seven years.'*
A habit/situation in the past: *'I lived in Cali when I was a child.'*

The Past Simple can be divided into regular and irregular verbs. In the case of Mr Silberwasser's sentence there are two examples of regular verbs: started and climbed.

They are formed by adding **'ed'** to the stem of the root verb:

start – start**ed**
climb – climb**ed**

or add **d** in cases where the verb finishes in **e** e.g.

decide – decide**d**

The irregular verbs are formed differently. For example, the past of **go** is **went** and the past of **eat** is **ate.** There is no relation between one or the other and the best way to know the past irregular verbs is to learn them off by heart and incorporate them into your constant use of English.

The past simple is regularly associated with time expressions such as:

yesterday, last year,
*in 1978, in the past, in the 1990*s.

For example:

I **lived** in Cali in the 1980s.

1.2.2. Idioms

In his interview Mr. Silberwasser uses a lot of idioms. Example:

"*there was no 'beating about the bush' there…*"

What are idioms? Idioms are expressions that mean something completely different than the words used to express them. In general, there is not a literal translation for idioms, but there is almost always an equivalent in Spanish. The origin of idioms is difficult to trace, sometimes they make a cultural or historical reference but other times they refer to sports, recipes, or traditions that make no sense in another language. In those cases, you have to take the expressions at face value.

Note: Be careful not to say: "He speaks in many idioms – Russian, Spanish, English, and Italian." This sentence is not correct. You should use 'languages' instead. The word "idioms" can be used to express languages, however, it is mostly used when we refer to artistic styles: i.e.

"Both composers used the same musical idioms."

a. Straight to the point/Get to the point:

When a person focuses on the message they want to transmit without spending time talking about other things, especially unrelated ones.

(Ir al grano. Decir las cosas sin arandelas).

The president got **straight to the point** *and told the audience taxes were going to be raised.*

(El presidente fue **directo al grano** *y le dijo al público que iban a subir los impuestos.)*

b. Beat about the bush:

The opposite of getting straight to the point. When a person doesn't convey the message directly but spends time talking about other topics.

(Salirse por la tangente, hablar "carreta", irse por las ramas).

His friend was **beating about the bush**, *talking nonsense for half an hour, until he finally told him he needed a favor.*

(Su amigo se estaba **yendo por las ramas**, *hablando "carreta" por media hora, hasta que finalmente le dijo que necesitaba un favor.)*

c. Blow out of proportion:

When things are exaggerated, especially when a story is being told by an individual or the media.

(Exagerar, salido de toda proporción, inflar una historia).

> *The whole affair was* **blown out of proportion** *and people thought the company had gone bankrupt when in reality it had only been a production problem.*
>
> (*La situación fue* **completamente exagerada** *y la gente pensó que la compañía se había quebrado cuando en realidad solo se trataba de un problema de producción.*)

d. Keep me posted:

Ensure someone is informed/updated about a situation.

(Mantener a alguien informado, sobre todo acerca de una situación).

> **I kept my boss posted** *about the developments in our African investments.*
>
> (**Mantuve a mi jefe informado** *sobre los progresos en nuestras inversiones en el África.*)

e. Out of touch:

When you're out of touch with someone you have not been in contact with that person for a while. Also, out of touch means not being up to date with a specific subject.

(Estar fuera de contacto, estar desconectado de alguien).

> *They were* **out of touch** *for years before meeting again at that sales conference.*
>
> (*Estuvieron* **desconectados** *por años hasta que se vieron nuevamente en esa conferencia de ventas.*)

f. Word of mouth:

Information that is passed informally via conversation from one person to another is said to be passed by "word of mouth".

(Voz a voz).

> *It was* **word of mouth** *that played a large part in the success of the campaign.*
>
> (*El* **voz a voz** *fue responsable del éxito de la campaña.*)

g. Hot off the press:

Information that has been recently published in the written media, as in a newspaper.

(Una chiva noticiosa).

It's **hot off the press***; the CEO has resigned because of the poor results in the last quarter.*

(**¡Es una chiva!** *El gerente renunció debido a los pobres resultados en el último trimestre.*)

h. Put someone in the picture:

Give a person the latest information in order for him/her to understand a situation.

(Dar la última información, poner al día)

Let me **put you in the picture***; while you were away the finance director retired so we had to make some changes.*

(*Déjeme* **ponerlo al día**, *mientras Ud. estaba de viaje el director de finanzas renunció por lo que tuvimos que implementar unos cambios.*)

1.2.3. Word Tool Kit

a. Argue (verb): Discutir.

I'm not going **to argue** *with the director about the new policies.*

(*No voy a* **discutir** *con el director sobre las nuevas políticas.*)

b. Argument (noun): Una discusión.

They had **an argument** *about investing in that new company.*

(*Tuvieron* **una discusión** *acerca de invertir en esa nueva compañía.*)

c. Claim (v): Declarar algo, generalmente sin prueba o evidencia.

The scientist **claimed** *he had an alternative to oil that would change the economy.*

(El científico **aseguró** *que tenía una alternativa al petróleo que cambiaría la economía.*)

d. Contest (v): Argumentar en contra.

The candidate **contested** *every objection against his proposal.*
(*El candidato* **argumentó** *en contra de cada objeción a su propuesta.*)

e. Express (v): Expresar.

He expresses *himself with great ease.*
(**Se expresa** *con gran facilidad.*)

f. Influence (v): Influenciar.

Her decisions on foreign policy **influenced** *the outcome of the election.*
(*Sus decisiones en política exterior* **influenciaron** *el desenlace de las elecciones.*)

g. Misunderstanding (n): Un malentendido.

I'm afraid the whole issue with the union was a **misunderstanding** *about the new policies.*
(*Me temo que toda la situación con el sindicato fue un* ***malentendido*** *con respecto a las nuevas políticas.*)

h. Point of view (n): Punto de vista.

The manager has a very radical **point of view** *on the use of mobile phones.*
(*El gerente tiene un* **punto de vista** *muy radical con respecto al uso de celulares.*)

i. Objection (n): Una objeción, oponerse.

The residents **objected** *to the planned construction of electricity pylons close to their town.*
(*Los residentes* **se opusieron** *a la construcción de torres de transmisión de energía eléctrica cerca de su ciudad.*)

j. Repeat (v): Repetir.

Suzie had **to repeat** *her presentation three times before they finally began to pay attention to her proposal.*
(*Suzie tuvo que* **repetir** *su presentación tres veces antes de que le pusieran atención a su propuesta.*)

k. Speech (n): Un discurso.

At the farewell party the financial manager gave an emotive **speech**.
(*En la fiesta de despedida el gerente financiero dio un* **discurso** *emotivo.*)

l. Statement (n): Una declaración.

The CEO released **a statement** *apologizing for the company's mistakes.*
(*El gerente general publicó* **una declaración** *disculpándose por los errores de la compañía.*)

1.3. Exercises

1.3.1. Fill in the blanks with the following verbs in the Past Simple (shift, start, begin, to be [x2]):

a. *I* ___________ *working in the marketing department for the Latin American region.*
b. *I* ___________ *collaborating in the corporate development area.*
c. *That* ___________ *more of a local job and I had to deal constantly in English.*
d. *After a while my responsibilities* ___________ *to the U.S. Hispanic market.*
e. *That* ___________ *my job for five years.*

1.3.2. Underline the instances where the Past Simple occurs in this paragraph:

'I began working in the marketing department for the Latin American region. After that, I moved to corporate sales for four years. Then I was invited to work in the corporate development area, where I focused mainly on strategy design. That was a more U.S. market-oriented job and I had to deal constantly in English. After a while, my responsibilities shifted to the U.S. Hispanic market (these are the channels transmitted in Spanish in the United States). That was my job for five years. Right now I'm in charge of worldwide programming.'

1.3.3. Translate the verbs from exercise 1.3.2. to Spanish:

____

____

____

1.3.4. Why do you think Mr. Silberwasser uses the Past Simple to express this flow of ideas?

____

____

____

1.3.5. A number of words have been removed and listed below each sentence. Use the words to fill in the blanks:

a. *The banker* ___________ *in* __________ _______ *last* _____.

(a. class; b. week; c. business; d. traveled)

b. *Sandra wrote an* ___________ ________ *to the* ___________ *subsidiary* ___ *Poland.*

(a. in; b. important; c. company's; d. e-mail)

c. *The* ________ ___ _____ *oil venture were very* _____.

(a. high; b. stakes; c. in; d. that)

d. *Last* _____ *unemployment* _____ ___ *7%.*

(a. year; b. by; c. rose)

e. *Peter* ____ ____ *wife* ____ ___ *undergraduates at the university.*

(a. as; b. and; c. his; d. met)

f. *A group of investors* _________ *a* ____ ____ *the new* _________.

(a. for; b. entered; c. bid; d. channel)

g. *The British* _______ *Fund* _________ ____ *investment possibilities in the* _________.

(a. studied; b. Hedge; c. the; d. country)

h. *I* ________ ___ *a very high* ___________ *business* ______________.

(a. worked; b. intensity; c. atmposphere; d. in)

i. *They* _________ *she* _____________ _____________*as a* _______________ *on Wall St.*

(a. work; b. would; c. stockbrocker; d. decided)

1.3.6. Complete the following sentences using some of the idioms from section 1.2.2.:

a. *"Let me ___________________________," the CEO said to Jack when he arrived late to the meeting because his flight was delayed.*

b. *The manager wanted his assistant to ___________________________ with everything that happened in the office while he went on vacation.*

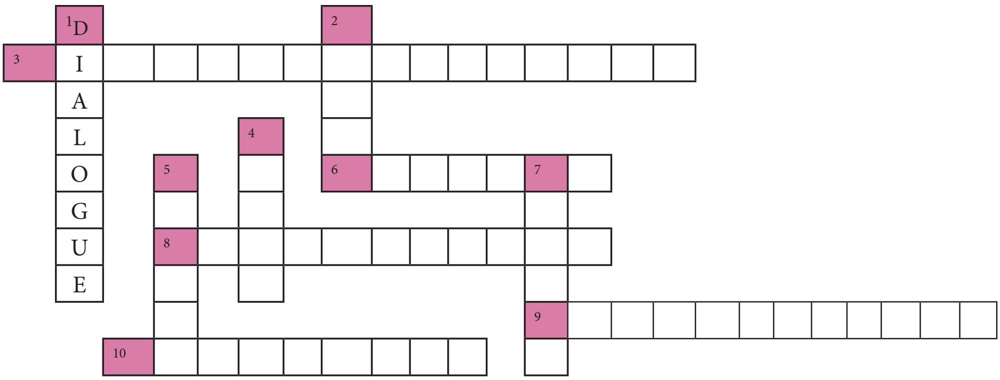
c. *We only have 15 minutes for this meeting. I wish John would _____________ and give us the news about the product. Instead he is ____________________ and talking about a lot of things that make no sense.*

d. *"How did you hear about this new restaurant?" "It was ____________________; someone told Jack about it and then he told me."*

e. *What I read in the newspaper was a complete exaggeration. The whole story was ____.*

1.3.7. Communication Words Crossword Puzzle:

Using the Across and Down clues, write the correct words in the numbered grid below:



Across

3. Malentendido
6. Expresar
8. Punto de vista
9. Conversación
10. Declaración

Down

1. Diálogo
2. Argumentar
4. Asegurar
5. Repetir
7. Discurso

MISUNDERSTANDING	POINT OF VIEW	CLAIM	REPEAT
STATEMENT	SPEECH	EXPRESS	CONVERSATION
ARGUE	DIALOGUE		

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CHAPTER 2
RECRUITING

"The improvements in technology have allowed us to expand our talent pool. We now can identify best performers quicker and assess talent on a consistent basis."

Clemencia Macías, Language Line Solutions

The digital revolution has affected every realm of business. The job of recruiting personnel is a complex, lengthy, and burdensome one. The ability to use the Internet as a way of making this process more efficient has opened the door to a new system of hiring personnel: *online recruiting*.

To a greater extent than ever before companies are using the Internet to post job opportunities on their websites either by utilizing specialized job boards or social networks. They also receive and search résumés for potential candidates, at a global level, and are able to filter and process by assessing prospective employees electronically. Hiring online allows companies to save money and time in the entire exercise. According to one expert, "The payoffs of Internet recruiting can be enormous. Estimates suggest that it costs only about one-twentieth as much to hire someone online as to hire that same person through classified ads and other traditional means".[1]

Another aspect that has been transformed with the advent of the digital era is training. Companies are now able to train their staff online allowing them to save money across the board; for example, if the new employee is from another city, companies don't need to invest in accommodation and plane tickets. This also gives companies a chance to train their personnel at every stage of the process: from initial training, to specialized job guidance, to annual policy reviews. In this sense, one could argue that online instruction and monitoring also allow companies to quickly identify employees who look promising but are not really fit for the job.

The Internet revolution has also affected work location; people are now allowed (and able) to work from home. Moreover, a person can live in England or Mexico and work for a company in the United States in real time. The world of language instruction, translation, and interpretation services has benefited dramatically from this new situation. **Language Line Solutions**, an interpretation and translation company with headquarters in Monterey, California, is the world leader in over-the-phone interpretation services. It hires over 2,500 people

1 Capelli, Peter. "Making the Most of Online Recruiting", *Harvard Business Review*, March 2001 <http://hbr.org/2001/03/making-the-most-of-online-recruiting/ar/1>

a year worldwide to help companies deliver their language services. The company has also transformed its recruiting and onboarding processes by making it 100% Internet-based. This decision has sped up the selection process by 55% and, moreover, it has improved the quality of those that make the recruitment shortlist.

By using the Internet as a training tool, Language Line has saved more than 40,000 hours of training a year, a 50% reduction. Heading the recruitment, assessments, and onboarding web evolution along with data unification and connectivity throughout different departments within the company is **Clemencia Macías**, one of Language Line's Interpreter Resources Recruitment Managers. "Technology has allowed us to grow and become more efficient in ways we could not imagine before", says **Clemencia**. "It has given us the possibility to quickly identify and reject those candidates who don't have the required language skills and proficiency, yet at the same time allows us to evaluate, select, and train those who do."

2.1. The Interview: Clemencia Macías – Language Line Solutions

Born in Bogotá in 1955, **Clemencia** graduated with an advertising and marketing degree from the Jorge Tadeo Lozano University, before moving to California to pursue a career in cinematography. She obtained her BA in Film Studies with a minor in languages from the University of California, Berkeley. She lived for some years in Bolivia working in television production and returned to the U.S. in 1987. She worked for a long period of time in TV and the bilingual publishing business. In 1997 she entered Language Line Solutions,[2] an interpretation service company, where she has worked since. She currently manages recruitment for 180 languages in three countries with a staff of more than 15 people, along with overseeing the selection and training of 300 language testers.

You have more of an artistic profile, how did you end up as a business executive?

"As with everything in life there is a process, and sometimes you think you're accumulating experience for one career path and it ends up being for an entirely different one. Let me explain. UC Berkeley has a very demanding cinematography program and when I studied there I was required to learn both Italian and French because we had to analyze European films. That made me more sensitive to languages in general: Spanish was my mother tongue, I had gotten my English to a good level, and suddenly I was confronted with two more languages. My first jobs were in television stations. I worked in California with the local Univision station, correcting scripts and pronunciation for commercials and later as a production manager. I also worked for a CBS affiliate television station in

2 <http://www.languageline.com/>

English, editing video or news stories and doing some camera work. Honestly, all those experiences dealing with multicultural environments have given me powerful tools as a manager. When I was doing television production I never thought that 20 years later I'd be in a team responsible for recruiting interpreters for more than 180 languages!"

How did you acquire your English language skills?

"First of all, I didn't go to a bilingual school. I had contact with English during elementary school everyday for about two hours and this meant that I understood the language well, but never considered myself a bilingual person. When I began my university studies in Colombia, English was not as important as it is today. I knew it to some degree, but I stopped listening and speaking English all together during those years. By the time I was ready to move to the U.S. I felt I had lost my skills and level in general. Upon arriving in California I realized I needed to immerse myself in the language. I took summer courses and did all sorts of extra curricular activities that expanded my vocabulary and helped me master colloquial expressions. In doing so, I was prepared to enter UC Berkeley. Then, of course, my English rose to another level after studying at this demanding university for four years."

Did you work in English back then?

"Actually I taught Spanish at the local community college to support my studies and that helped me become aware of the cultural ingredients that make languages different. For example, while researching children's books for basic vocabulary building, I was drawn to the fact that a rooster in English crows, 'Cock-a-doodle-doo' whereas in Spanish it crows, 'Ki-qui-ri-qui'. This opened up a whole new world of understanding for me. I also lived in Switzerland for a while and was immersed in a French speaking culture. I noticed that the way people greet each other and express other societal elements are based on linguistic nuances. Furthermore, I worked with a Japanese television crew in Geneva, deepening my understanding of those nuances across cultures. With all those constant experiences with languages adding up I noticed the important link between learning a language and immersing oneself in the culture of the language. That is not to say that a person cannot master English in Colombia for example; but they should be aware of surrounding themselves with the various extra aspects that make that language: the reality, the history, the people, the food, the humor. Nowadays tools such as YouTube, online newspapers, magazines, and podcasts, among others, help people do this."

How did you enter Language Line Solutions?

"I was working as a Spanish editor at Hampton Brown, a mainstay company in the bilingual education field. I was mainly in charge of proofreading and translations. A colleague told me about a company that needed someone with the language skills I had. Language Line provides telephonic interpretation. It began with the vision of a police officer in San José, California, in the late 1970s, who needed assistance with Vietnamese speakers who had immigrated to that part of the country. He designed a phone service with people who spoke English and Vietnamese and who could go to a public phone at any given time and be ready to support him in case of need. This was at a time when mobile phones did not exist!"

Is it safe to assume that your first position was as an interpreter?

"Of course, I had to work eight hours per day going back and forth from Spanish to English as an interpreter. This type of job makes you more sensitive to the differences in accents, idioms, and words that exist in the languages one works with. You start researching the origin of certain words or phrases; for example, many of the words that refer to education and government used in English come from the French language and go back to the Norman invasion of England in the 11th century. Believe it or not all this information comes in handy on the job."

With so many immigrants in the United States, especially California, such a company seems essential, right?

"I'm glad you mentioned that. The location of Language Line is not fortuitous. One of the founders of the company is a linguistics expert from the Monterey Institute of International Studies,[3] which is one of the top schools of translation and interpretation studies in the country, as well as having a variety of language learning programs and international education. Monterey is also home to the U.S. Defense Language Institute.[4] As I said before, it is definitely not a coincidence."

And in terms of business?

"Every business is born out of a need (or a need is created for us – *laughs*). Of course it is a company whose services are in great demand. When I entered Language Line it was part of AT&T, and the goals and objectives were very ambitious given that AT&T was the number one telecommunications company in the U.S. at the time. Since then, the company has been bought and sold twice by different private equities because of its great potential in the international business service market."

Is the company living up to that promise?

"We are becoming more and more specialized and have been growing since the company's conception. Our core business is over-the-phone interpretation but we also have on-site interpretation in certain areas. Additionally, we have a transla-

3 <http://www.miis.edu/?page=1>
4 <http://www.dliflc.edu/index.html>

tion and localization division under the name 'Language Line Translation Solutions' and offer a variety of language products: Language Line University, which assesses languages and trains personnel for other companies; Video Interpreting Services, which are videoconference calls connecting the client, the interpreter, and the limited English speaker; Language Line Direct, a service offered to other companies that want certain calls answered in a specific language, for example, in the case of marketing campaigns targeted to the Chinese speaking population of the area; Web Personal Interpreter Services, where a user enrolls through the web, gets an identification number and uses the service of an interpreter when needed, anywhere in the world; Language Line Mobile Interpreter, a downloadable application that allows you to connect with an interpreter on a mobile device; and 'star 4', a product where a user sets up an account with AT&T and presses '*4' on the phone to immediately connect to an interpreter."

That is an impressive range of products! How many languages do you work with?

"As I mentioned earlier, our telephone interpretation services are offered in more than 180 languages. Our challenge is finding the right talent, one that can provide accurate interpretation, which means that the person should have excellent language and cultural proficiency in English and the second language for which we are recruiting. We are currently recruiting in the United States, Canada, and the United Kingdom for all languages other than Spanish. We recruit in Puerto Rico, Mexico, the Dominican Republic, Costa Rica, and Panama for Spanish. Our job is to hire candidates who are proficient in the two languages. Our department is called 'Interpreter Resources', and we specialize in 'interpreter recruiting'. It is a very sensitive area of the company since there are so many language, recruiting, and customer service issues that need to be taken into account when hiring an interpreter."

Could you elaborate on the "sensitivity" factor?

"First and foremost you have to make sure the person speaks both languages well: the native language and English, or vice versa. Second, you need to determine the candidate's ability to interpret, which is a completely different skill rather than simply understanding and speaking both languages. Let me explain further by using an example. Imagine a person is hired for Spanish and English interpretation. The person is from the United States. His home language is Spanish due to an upbringing by first generation immigrants and the additional functional language is English having been schooled and socialized in the U.S. That person can speak and understand both languages but, since he was never schooled in Spanish, this could create some problems: the grammar lacks understanding of correct morphology while his use of colloquial expressions and sentences varies and gets confusing. You need to make sure the person is able to interpret with precision and accuracy and these small things make him a less than adequate candidate."

Very sensitive indeed…

"Now imagine we also have to deal with cultural issues: people from one part of a country who speak a certain language would not speak to people from another part of the same country because of historical, tribal, or ethnic reasons, even though they speak the same language! It's becoming more and more challenging."

So how do you go about recruiting?

"The improvements in technology have allowed us to expand our talent pool. Currently we manage a greater number of résumés and process them faster, which has augmented our possibilities. We now can identify best performers quicker and assess talent on a consistent basis. In the early days, there were four of us in the Monterey office: one recruiter for Mandarin and three for Spanish, and I was one of them. Today, I manage 16 recruiters who deal with requisitions in about 180 languages focusing on three countries: the U.S., Canada, and the U.K. Most of my recruiters are in the U.S. but I manage two in Canada (one in British Columbia and one in Ontario) and one in London, England. On the Spanish language side we recruit in five countries in Latin America with 22 recruiters, including recruiters here in Monterey. All recruiters have shortened the process thanks to the technological advancements."

Do you advertise?

"We used to advertise both locally and nationally in newspapers, and sometimes we placed radio or television ads. Now our advertising is almost 100% online. The Internet has really opened things up; but it has made the job more challenging, since we now have to constantly keep up with new technology. I analyze the best ways to use the latest software or applications to assess our candidates, design exams, and filter prospects faster and more efficiently. The idea is to use technology to hire the best talent in the most effective manner, hence, costs, metrics, quality of hire, and access to databases are involved in this process. We have designed standard tests that serve as filters for every language (remember the base language has to be English) and candidates get assessed online (or via a recruiter for small-scale languages), so when a person reaches a certain level within the process we know he/she really is a good candidate."

Can you tell us a bit more about the recruitment process as such?

"The process begins when a person sends us a CV claiming he or she can interpret a language, for example '*Toishanese*', and wants to work with us. We need to make sure all the considerations previously mentioned are met. We ask ourselves: Could this person really work for us and how can we assure certainty of language proficiency? So a round of tests takes place, as well as interviews and assessments, to measure not only the candidate's ability to interpret, but also his/her knowledge of vocabulary and accuracy in meaning. Right now we have almost 300 trained testers in most of the languages for which we recruit. However, we also need to make sure the candidate satisfies other criteria."

What type of criteria?

"Legal aspects, interpreter protocol, and professional demeanor among others. Is the person a team player? There are so many issues to consider when recruiting for interpreters that a solid educational background has helped me become professional and demanding, while at the same time very understanding."

Let's go back to technology. Could you please elaborate on the constant search for technological ways of improving your job?

"There are several software applications available for recruiting and our company takes the definition of 'customizable' to another level. Since our recruitment process is not typical we always need to adapt and find ways to use recruitment software for our own specialized needs. I have to constantly research what new features are coming in the updates of recruitment, onboarding, and performance management software or what new services these companies offer that would enhance our recruitment and assessment processes. It is all about data unification. Right now, I am working on implementing two new software packages from different companies. One allows us to post jobs on several social networks and on many specialized job boards in different countries with a click of just one button! The other one allows me to put better metrics on sourcing and candidate relationship management. The packages connect directly to the one we currently use."

It must help being based near Silicon Valley?[5]

"Yes, we are talking 'Silicon Valley', where the *crème de la crème* of hardware and software design takes place. It is quite exciting and also an honor to be here and be part of the team of people giving input and feedback. We are constantly reviewing ideas and products. Recently, for example, Oracle Corp bought the company we use for our recruitment database. At the annual user conference, there were lots of engineers taking notes at the clients' discussions. Nevertheless, before we commit to a decision, we make sure the company's customer service is there to support us, that its servers work at prime capacity, and that it can solve any problem 24/7. Our decision to invest in a particular software application boils down to the functionality of the product, the interconnectivity with our modules, and service support."

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5 Silicon Valley is home to many of the world's largest technology corporations as well as thousands of small startups <http://en.wikipedia.org/wiki/Silicon_Valley>

Do you see yourself more as an executive or as an interpreter?

"Right now I'm an executive all the way. I am in charge of overseeing recruitment; but I am also spending time budgeting, creating business plans, researching, and implementing technology. People help me of course. We have an internal core team, which focuses on making modules and processes more effective. The new dynamics of recruitment are all about 'engaging' the candidates through their mobiles, their social networks, etc. Five years ago it was about 'empowering'. These concepts are constantly changing. The main focus is on the ability to efficiently bring growth to the company."

Talking about change, you mentioned that Language Line has changed owners in recent years. How has that affected the way the company works?

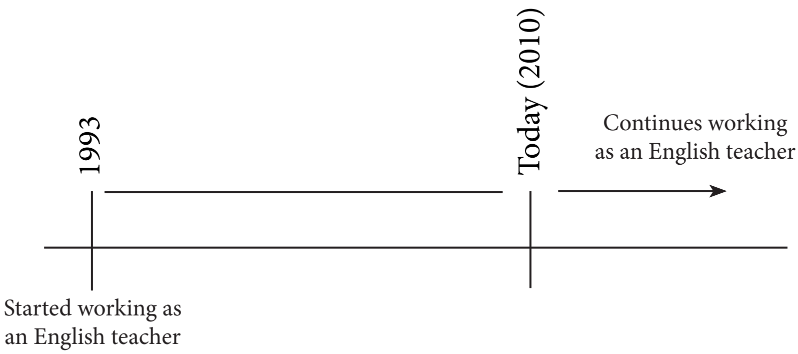
"With every change of hands the processes of the company get altered, and some really good ones tend to disappear. With AT&T we used to have a lot of checks and balances. We also had a lot of training budget at our disposal. Nowadays, departments have less people taking on more responsibilities and that's why I have to support the functions of the department with technology. The recession has taken its toll; companies have less money to work with. People who get fired don't get replaced. It's a very busy time."

"So, how much experience do you have working in hostile corporate environments?"

2.2. Nuts & Bolts of English

2.2.1. Grammar: The Present Perfect

a. The present perfect is sometimes known as the *unfinished past*; it is generally used to convey information about an event that started in the past, and still has relevance in the present.

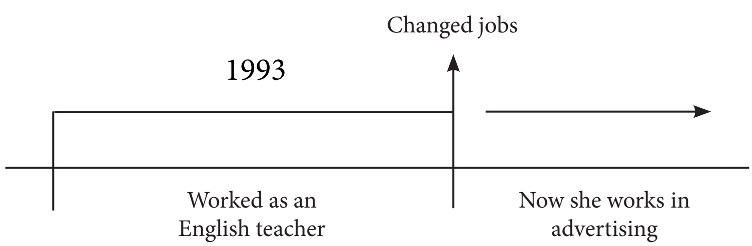


Jane **has worked** *as an English teacher for the past 17 years.*
(*Jane* **ha trabajado** *como profesora de inglés por 17 años.*)

In this sentence we specify the moment in the past where Jane started to work as an English teacher (17 years ago). We're also implying that she still works as an English teacher since we don't make any references to Jane having stopped teaching. We also infer that she will continue working as a teacher as the arrow shows us.

If we compare this with the following sentence:

Jane **worked** *as an English teacher for 17 years but now she works in advertising.*



Jane **worked** *as an English teacher for 17 years,* **now she works** *in advertising.*

(*Jane* **trabajó** *como profesora de inglés por 17 años,* **ahora trabaja** *en publicidad.*)

The use of the past simple of the verb '**worked**' clearly tells us that Jane doesn't work as an English teacher anymore. The use of the present simple '**works**' tells us of a situation that takes place right now, in the present. However, the information given in the first example: "*Jane has worked as an English teacher for 17 years*" specifies something that started in the past and is still happening today. That's why we call the **Present Perfect** the *unfinished past*.

Other examples:

Mary **has lived** *in London for a long time.*
(*Mary* **ha vivido** *en Londres por un buen tiempo.*)

The children **have played** *in that park since it was built.*
(*Los niños* **han jugado** *en ese parque desde que lo construyeron.*)

The company **has expected** *returns on that investment for years*
(*La compañía* **ha esperado** *un retorno a esa inversión por años*)

b. Can this situation change tomorrow?

I haven't seen *my aunt Lucy in seven years.*
(**No he visto** *a mi tía Lucy en siete años.*)

When was the last time **I saw** *my aunt Lucy? Seven years ago.*

Is there a possibility that **I might** *bump into her tomorrow while walking on the street? Yes there is.*

So, information given with the use of the present perfect tense has a point in the past, it is relevant today and could change in the future.

c. Structure of the present perfect:

Subject + Auxiliary verb (have/has) + main verb (in the past participle):

The employees **have asked** *for a pay rise.*
Subject + **Present Perfect**
(*Los empleados* **han pedido** *un aumento.*)

The woman **has invested** *in the railroad company.*
(*La mujer* **ha invertido** *en la empresa ferroviaria.*)

Many people ***have written*** *about the new measures.*
(Mucha gente **ha escrito** sobre las nuevas medidas.)

d. The past participle of the verb:

The present perfect uses the **past participle** of the verb in its structure.

The past participle of regular verbs is the same as the Past Simple:

Present	Past Simple	Past Participle
work	worked	worked
talk	talked	talked
decide	decided	decided

However, the past participle of irregular verbs changes. They must be learned off by heart.

Present	Past Simple	Past Participle
eat	ate	eaten
write	wrote	written
speak	spoke	spoken

For more irregular verbs and their participles please check Englishpage.com irregular verb dictionary <http://www.englishpage.com/irregularverbs/irregularverbs.html>

e. We can also use the present perfect to refer to past experiences:

Peter **has eaten** *oysters.*
(*Peter* **ha comido** *ostras.*)

Mary **has traveled** *to Scotland many times.*
(*Mary* **ha viajado** *a Escocia muchas veces.*)

John **has worked** *for many companies as a financial analyst.*
(*John* **ha trabajado** *para muchas compañías como analista financiero.*)

These sentences refer to experiences in the past that are relevant in the present but **cannot change in the future**. In the example, "*Peter has eaten oysters*" we understand that some time ago Peter probably went to New Orleans, had a couple of beers and tried some oysters. Did he like them? We don't know and it's not relevant. Can that situation change tomorrow? **It's impossible!** The experience of eating oysters cannot change for Peter. It will be *his* forever. It is part of his life experience.

f. Use of the present perfect in a cover letter:

The Cover Letter is a document sent by a person interested in a job stating the reasons why he or she is a suitable candidate for the position. A paragraph or two is used to elaborate on important professional experiences, which should draw attention to the candidate's résumé and, hopefully, generate enough interest to secure an interview. Sometimes cover letters are sent after a job vacancy has been posted but other times people send them to companies they would like to work for even if a position is not available at that moment. Lately, with the advent of online recruiting, the practice of sending cover letters has been on the wane. Nevertheless, it is still a very valuable tool in getting the attention of a potential employer.

The present perfect is the appropriate tense to transmit information relevant to your professional experience, especially in cover letters (and in interviews.)

Please take a look at the following example:

I have worked for several years as a compliance officer. I have a degree in accounting from the University of Texas, but have never worked as an accountant. Most of my experience has been auditing processes and information for the companies I have worked for. I have been promoted many times for my thoroughness and professionalism.

(*He trabajado por varios años como oficial de cumplimiento. Tengo un grado en contabilidad de la Universidad de Tejas, pero nunca he trabajado como contador. La mayoría de mi trabajo ha sido como auditor de procesos y de información para las compañías en las que he trabajado. He sido promovido muchas veces por mi atención al detalle y profesionalismo.*)

As you can see, it would be quite difficult not to notice the amount of great work experience this prospect offers!

2.2.2. Phrasal Verbs

The following are phrasal verbs commonly used in the areas of human resources and recruitment:

a. Cope with: Lidiar, adaptarse.

The pressure of that job is something I couldn't **cope with.**
(*La presión de ese trabajo fue algo con lo que no pude* **lidiar**.)

b. Apply for: Aplicar.

Are you going to **apply for** *that opening in the marketing department?*
(*¿Vas a* **aplicar** *a esa vacante en el departamento de mercadeo?*)

c. Call back: Llamar (generalmente llamar a una nueva entrevista).

Did Unicom **call you back** *for another interview?*
(*¿Te* **llamaron nuevamente** *de Unicom para otra entrevista?*)

d. Follow up: Hacer seguimiento.

Did you **follow up** *on the interview at the law firm?*
(*¿Le* **hiciste seguimiento** *a la entrevista en la oficina de abogados?*)

e. Look for: Buscar.

Suzie is **looking for** a job in advertising.
(*Suzie* **está buscando** *un trabajo en publicidad.*)

f. Looking forward to: Estar ansioso, esperar con anticipación.

I am **looking forward to** *meeting you in person and telling you of my previous experience in the publishing business.*
(*Estoy* **ansioso** *por conocerlos personalmente y contarles de mi experiencia en la industria editorial.*)

g. Look into: Analizar, revisar concienzudamente.

If you're going to hire someone it is important to **look into** *that person's background.*
(*Si vas a contratar a alguien es importante* **analizar** *bien sus antecedentes.*)

h. Look over: Revisar, leer, repasar.

Being HR manager is not that glamorous. Sometimes I have to **look over** *more than 100 résumés a day.*

(*Ser director de Recursos Humanos no es tan glamoroso. A veces me toca* **revisar** *más de 100 hojas de vida diarias.*)

i. Take on: Asumir.

Mary would gladly **take on** *more responsibilities because she wants to shine in her job.*

(*María* **asumiría** *gustosamente más responsabilidades porque quiere brillar en su trabajo.*)

j. Take part: Formar, participar.

David **took part** *in the selection process.*

(*David* **participó** *en el proceso de selección.*)

k. Turn down: Rechazar.

They say you **turned down** *a brilliant offer made by McCreary and Co., is that true?*

(*Dicen que* **rechazaste** *una oferta de McCreary y compañía, ¿es eso cierto?*)

l. Turn up: Presentarse, aparecerse.

Why didn't you **turn up** *for the scheduled interview?*

(*¿Por qué no te* **presentaste** *a la entrevista programada?*)

2.2.3. Word Tool Kit

a. Background check: Revisión de pasado judicial y antecedentes.

Before Sara worked with the government they conducted a **background check**, *which included criminal and financial records.*

(*Antes de que Sara trabajara con el gobierno le hicieron una* **revisión de antecedentes,** *la cual incluyó pasado judicial e información crediticia.*)

b. Bonus: Bonificación.

> *Thanks to her impressive results in the last quarter Sandra got a great* **bonus** *in her last paycheck.*
>
> (*Gracias a sus impresionantes resultados en el último trimestre Sandra recibió una buena* **bonificación** *en su último pago.*)

c. CV (Curriculum Vitae) (UK)/Résumé (U.S.): Hoja de Vida.

> *After obtaining her master's, Sharon was asked to submit her* **résumé** *to a pharmaceutical company in Chicago.*
>
> (*Después de obtener su Maestría, una compañía farmacéutica en Chicago le solicitó a Sharon enviar su* **hoja de vida**.)

d. Electronic Talent Assessment: Evaluación de talento por vía electrónica.

> *The use of* **Electronic Talent Assessment** *saves a lot of time in the recruitment process.*
>
> (*El uso de la* **evaluación de talento por vía electrónica** *ahorra mucho tiempo en el proceso de contratación.*)

e. Employer/Employee: Empleador/empleado

> *The relationship between* **employer** *and* **employee** *should flow correctly if communication is adequate.*
>
> (*La relación entre* **empleador** *y* **empleado** *debe fluir correctamente si la comunicación es la adecuada.*)

f. Fringe benefits: Beneficios, extras.

> *Language classes, trips, and low interest loans are examples of* **fringe benefits** *offered to employees.*
>
> (*Clases de idiomas, viajes y préstamos con una baja tasa de interés son ejemplos de los* **beneficios extras** *que una compañía ofrece a sus empleados.*)

g. Hiring process: Proceso de contratación y entrevistas.

> *The whole* **hiring process** *took more than two months. I had more than five interviews and three rounds of psychological and aptitude tests.*
>
> (*El* **proceso de contratación** *duró más de dos meses. Tuve más de cinco entrevistas y tres rondas de exámenes psicológicos y de aptitudes.*)

h. HR: Departamento de Recursos Humanos/**Personnel:** Personal (empleados).

The **HR department** *is responsible for the selection and well-being of a company's* **personnel**.

(*El* **departamento de recursos humanos** *es responsable por la selección y bienestar del* **personal** *de la compañía.*)

i. Internship: Pasantía.

She gained a lot of experience during her **internship** *at Procter & Gamble.*

(*Ella ganó mucha experiencia durante su* **pasantía** *en Procter & Gamble.*)

j. Interview: Entrevista.

I knew from the **interview** *that I was not going to get the job. There was no chemistry with the person who interviewed me.*

(*Supe desde la* **entrevista** *que no me iban a dar el puesto, no hubo buena química con la persona que hablé.*)

k. Promotion: Un ascenso.

Sandra continued getting excellent results and eventually got **promoted**.

(*Sandra continuó obteniendo excelentes resultados y eventualmente fue* **ascendida**.)

l. Prospect: Candidato.

Although he was a good **prospect**, *he didn't get the job.*

(*Aunque era un buen* **candidato** *no le dieron el puesto.*)

m. Send a cover letter: Enviar una carta de presentación.

It is a good idea to **send a cover letter** *accompanying a* résumé.

(*Es una buena idea* **enviar una carta de presentación** *acompañando una hoja de vida.*)

n. Skills: Habilidades.

Mary was the person for the job because she had the **skills** *required.*

(*María era la persona para el trabajo porque tenía las* **habilidades** *requeridas.*)

o. Social recruiting: Búsqueda de talentos por vía de las redes sociales.

> **Social** *media such as Facebook, LinkedIn, and Twitter are currently an alternative for* **recruiting** *potential candidates.*
>
> (*Las redes* **sociales** *como Facebook, LinkedIn y Twitter son actualmente una alternativa para* **contratar** *potenciales candidatos.*)

p. Submit (a résumé): Enviar una hoja de vida, poner a disposición la hoja de vida.

> *Sally* **submitted** her résumé *to the firm Peter recommended.*
>
> (*Sally* **puso a disposición su hoja de vida** *en la empresa que Peter recomendó.*)

q. Talent Manager Software: Programa de administración de personal y contratación.

> *Companies today rely more and more on* **Talent Manager Software** *to recruit personnel.*
>
> (*Las compañías de hoy confían cada vez mas en los* **programas especializados** *para contratar personal.*)

r. Turnover: Rotación.

> *That is a very demanding job with a high* **turnover** *rate; people don't last a long time.*
>
> (*Ese es un puesto muy exigente con una alta tasa de* **rotación***; la gente no dura mucho.*)

s. Vacancy: Vacante.

> *They just called Denise telling her there is a* **vacancy** *for the position she is looking for.*
>
> (*Acaban de llamar a Denise comentándole que hay una* **vacante** *disponible para la posición que estaba buscando.*)

2.3. Exercises

2.3.1. Change the following sentences from the Past Simple *to the* Present Perfect:

This means changing the sentence from something that happened in the past to something that continues or is relevant in the present moment (even though it started in the past). You can add words if necessary.

a. *Daniel* **worked** *for seven years in the financial sector.*

a. ____

b. *The citizens* **protested** *about the increase in taxes.*

b. ____

c. *The lawyer* **decided** *to quit the firm.*

c. ____

d. *The recent news about the economic conditions* **startled** *the investors.*

d. ____

e. *Computer businesses* **grew** *15% in the last few years.*

e. ____

Can you determine if the meaning of the sentence changes? Translate these previous sentences to Spanish and decide if they mean the same. The important thing is to understand the **real function** of the tense.

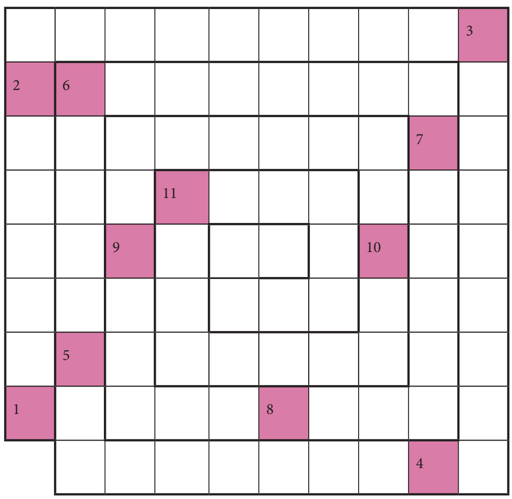
2.3.2. Match the following concepts to their definitions on the opposite column:

1. *Talent Manager Software*	a. Companies often check personal references, police records, previous addresses, and credit history to see if a candidate is suitable for a particular job.
2. *Résumé*	b. The use of social networks such as Facebook, Twitter, or LinkedIn to post or search for job opportunities, or find suitable prospects.
3. *Cover Letter*	c. A series of steps where a company selects a candidate, negotiates a salary, checks background information, and proceeds to extend an offer and process paperwork to engage the services of a candidate.
4. *Electronic Talent Assessments*	d. Usually a candidate attaches it to a CV and sends both documents to a potential employer explaining his/her interest in the position, hoping to entice the reader to look further into the résumé.

5. *Social recruiting*	e. Facilitates the job of a recruiter by automatically scoring a series of questions set up with a clear set of values to an answer. When the candidate answers the question(s) the system automatically scores them, allowing the recruiter to focus on the selection of the best candidates.
6. *Hiring process*	f. A document stating in detail a person's professional background, such as work experience, skills, education, and personal references.
7. *Background check*	g. A computer application that helps recruitment departments manage their hiring process.

2.3.3. Recruitment Vocabulary

Numbered clues appear below the spiral grid. Determine the word that matches the clue, and write that word in the spiral puzzle. The word does not overlap with the next word (marked by the next number) and it most be written in the correct direction (from a lower numbered space to a higher numbered space).



1. Hoja de vida
2. Pasantía
3. Personal de la empresa
4. Entrevista
5. Bonificación
6. Empleador
7. Empleado
8. Habilidades
9. Lista de candidatos más opcionados
10. Ascenso
11. Evaluación

RÉSUMÉ	SKILLS	EMPLOYER	BONUS
INTERNSHIP	EMPLOYEE	INTERVIEW	PROMOTION
ASSESSMENT	PERSONNEL	SHORTLIST	

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Online Recruitment Video <http://www.recruitmentdirectory.com.au/Blog/online-recruitment-101-a427.html>

The Benefits of Online Recruiting <http://www.bayt.com/en/career-article-1121/>

Uncovering How an Employee Will Perform on the Job <http://www.mindtools.com/pages/article/newTMM_75.htm>

When to Create a New Role: Choosing the Right Time to Expand Your Team <http://www.mindtools.com/pages/article/newTMM_22.htm>

Find jobs at

<www.careerbuilder.com>

<www.indeed.com>

<www.latpro.com>

<www.linkedin.com>

<www.monster.com>

<www.simplyhired.com>

<www.us.job.com>

<www.yahoojobs.com>

CHAPTER 3
MARKETING

"We were able to change our product's marketing panorama radically by using Internet tools such as Google and our own website."

José Vicente Puerto, CVRx

Is marketing really about the 4 Ps only? The right **product**, the right **place**, the right **price**, and the right **promotion** (and maybe the right timing)? The 4 Ps, otherwise known as the **marketing mix**, have accounted for many successful marketing campaigns. Nevertheless, with the advent of the Internet the rules of the game seem to be changing. Place doesn't seem to be a concern anymore if you have the World Wide Web as your marketplace. Promotion seems to be a question of designing a serious strategy to get directly to the consumer. Product? More than ever the lifecycle has to be taken into account since the whole concept of introduction, growth, maturity, and decline of a product is reevaluated every time a new Internet strategy is created.[1]

No one more fitting then to tell us about the new challenges in marketing than **José Vicente Puerto**. **José** is at present the marketing manager for a medical product startup. His initial task was the marketing of a clinical trial for a product, not the product itself. The whole concept of the 4 Ps did not really apply to this particular assignment. **José** used the capabilities of the Internet to generate interest on a product for patients who suffer from hypertension. Interest translated into traffic to the company's website and then into patients willing to volunteer for clinical trials.

3.1. The Interview: José Puerto – CVRx

José Vicente Puerto was born in Bogotá in 1970. He graduated from the Colegio Nueva Granada and studied business administration at Los Andes University in the Colombian capital. He worked in his family business for many years until he decided to make a radical change and set his goals towards getting a master's degree in the United States. He obtained an MBA from the University of Michigan in Ann Arbor in 2004 with an emphasis in marketing. He was then hired by the medical equipment company Medtronic where he worked for almost four years. In 2008 he moved to the startup CVRx where he is currently the marketing manager. He lives in Minneapolis with his family.

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1 <http://www.quickmba.com/marketing/product/lifecycle/>

What made you move to the United States?

"Well, it's kind of hard to say but I got scared out of my wits living in Colombia. I was driving home one day with a friend and at 2 pm, in broad daylight, the car that was next to us was attacked by *sicarios*.[2] I had no idea who the guy was (and if he survived or not) but fortunately nothing happened to me and it became clear at that moment that I didn't want my kids to grow up in a country where things like this occurred."

When was this?

"Around 1995."

The country has changed a lot since then…

"Don't get me wrong. I love Colombia and I believe it is a great place to live and work. But what happened that day was, in a certain sense, an epiphany; it generated a gut feeling that shaped my vision. I had to move and work elsewhere."

So what did you do?

"I couldn't just pack my bags and leave since I already had children and that's not an easy thing to do. More so, I was never under direct threat, I just happened to be in the wrong place at the wrong time; so I had time to plan things. I decided I was going to obtain an MBA before applying for jobs in the States or Canada. I checked my résumé and realized it was not good enough to get into a decent program. Since I had just worked in my family's business it was obvious I needed more experience."

Why the United States or Canada, why not Europe?

"Well, I spoke perfect English thanks to my schooling (I went to a bilingual school in Bogotá) and I also spoke French since I had participated in an exchange program in France for a semester. So both the U.S. and Canada felt like sensible choices. They're also nearer home since both my family and my wife's family live in Colombia. Europe is very far."

Where did you start working then?

"I obtained a dream job at Unicef. It was amazing. I was the fund raising manager for Colombia. I was in direct contact with Unicef's representative for the country, traveled all over, was able to provide for my family and the best thing was that I was able to help a lot of people in Colombia."

What exactly did you do there?

"I had to raise funds to build schools in poor parts of the country. It was a life changing experience and I learned a lot, especially about Colombia and the reality

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2 Hit-and-run snipers who move in a motorcycle.

for its people. I also learned a lot about marketing believe it or not. It was a very satisfying experience. I almost didn't leave Colombia in the end."

Why did you leave eventually?

"Because I'm stubborn as a mule. I had a vision and a plan. At the same time I was working for Unicef, I was preparing for the GMAT and researching ways to finance my MBA when I stumbled upon a program from Citibank U.S. where they financed 100% of my studies and personal expenses without collateral.[3] However, there was one caveat. I had to get admitted into Harvard, Wharton, or the University of Michigan, three of the top business schools in the U.S. Not an easy feat and I knew my GMAT scores had to be really high in order to compete. It was a question of focus. I was eventually accepted at Wharton and at the University of Michigan so there was no turning back, destiny was clearly telling me I had to leave."

Why the University of Michigan over the Wharton School of Business?

"Michigan has a stronger marketing program, which is what really interested me, Wharton is more finance oriented. I also felt that the location of the university was going to suit my family better."

Let's start talking about your work life in the States. Did you get your first job as soon as you completed your MBA?

"Actually not, I got hired before that, just after I finished my summer internship. The MBA is a two year program and you have a summer vacation between those two years. It is imperative for every candidate to get an internship for that period, so a lot of companies come to campus and interview people for those summer programs."

Did you get a lot of interviews?

"No, it was very frustrating. All of my colleagues were getting three to four interviews per week and I was getting none. I guess it had to with my résumé since I had no work experience with big names like Procter & Gamble or companies like that; only my family's company as I told you before."

Didn't your Unicef experience count?

"It did in a tangential way. The thing is, thanks to my experience in Unicef Colombia, I felt that my job had to contribute to the improvement of people's lives. So, even before leaving Colombia for my MBA I did some research in the university's intranet and discovered a company named Medtronic, which is the world's leader in medical technology. I got into their website and read everything about them and felt that that was the place I wanted to work. I had no idea such

3 GMAT: Exam required by American Universities to enroll in an MBA program.

an industry existed and here was a company committed to innovations that benefit both patients and their physicians. Medtronic is behind a lot of the latest discoveries; for example, they just designed an MRI-safe pacemaker. You know, if you're a patient who has a pacemaker you're probably denied an MRI because of possible complications between the magnetic resonance and the device inside your body. Not anymore thanks to that innovation. It allows physicians to help their patients more accurately."

How did you manage to get an interview at Medtronic then?

"As I told you before I was kind of the 'ugly duckling' and was not getting any job interviews. Luckily, the University of Michigan has a bidding program for interviews that works in the following way: Every MBA student gets 500 points to 'bid' for interviews. So, if you use 100 points with Procter & Gamble and more people use 150 then they outbid you and you probably lose the chance of an interview with that company. Most of my friends were getting interviews even without using their points. So what I did was to use my 500 points 'kamikaze style' to bid for an interview with Medtronic. It was an all or nothing gamble, but they had to hear what I had to say."

So, did you get the interview?

"Of course! No one else would bid their 500 points on just one company!"

And how did the interview go?

"It went great thankfully! Remember that I wanted to enter this company even before I left Colombia so I was as enthusiastic and prepared as I could be. Everything flowed spectacularly and I got offered jobs in two different divisions of the company: the cardiovascular division (working with pacemakers) and the neurological division. I finally worked with the latter that summer and came back to my second year at the MBA with a job offer to move to Minneapolis when I graduated. It was a dream come true!"

Did you slack in your studies then?

"Quite the opposite. Since I already had a job offer I focused on my coursework and was able to graduate in the top 20% of my class. The most ironic thing is that then other big pharmaceutical companies started calling me for interviews. I had become 'an appealing candidate!'"

What did your work at Medtronic entail?

"I worked in the marketing department for almost four years. My job was to convince the neurologists to use a new device that gives a better quality of life to patients with Parkinson's disease. Let me explain in detail: A patient under medication gets two to three hours of relief from the disease's symptoms. Our system, which is a device that sends an electrical signal to the brain, gives them around ten hours of relief. It is a major breakthrough! However, our system implies a surgical procedure, which is something most neurologists are not willing to do. So, convincing the doctors through innovative marketing tools was my job."

How did you go about that?

"Well you have to use all types of marketing tools to make sure the information (including statistical data) that proves the device is safe (and much better than the alternatives) reaches the physicians constantly. Your device has to be on the top of their minds when they treat a patient."

Why did you move to CVRx?

"It was one of those fate situations again. The vice president of the unit I was working for moved to CVRx and asked me to join him. It was a very difficult decision since I was very happy in Medtronic, a company that is genuinely interested in improving people's lives. It is the industry leader, generating more than 16 billion dollars in revenue and almost four billion dollars in profits. The resources are almost infinite there. However, moving to CVRx meant I could have a position with more decision making power and an improved set of financial benefits."

In what ways did your functions change?

"Well, in Medtronic I had to market a device to the physicians. In CVRx I have to market an experimental therapy (that includes a surgery) to patients! The therapy has not been approved by the Food and Drug Administration (FDA) yet.[4] Talk about a challenge!"

Are you allowed to talk about the treatment?

"Sure, it is a therapy to control hypertension, which is a problem that affects one-in-four people in the world. CVRx is designing a device that, once implanted near the neck of the patient, sends a signal to the brain, which in turns sends a signal to the heart in order to reduce blood pressure. The thing is you need to convince the patient to let the devise be installed. When I arrived the company had been conducting the trial for 16 months and it had only been able to recruit eight people to sign up to it. It was clear I was hired to market the test to the potential patients because things were not working."

It seemed like a big task, were you able to do it?

"We were able to change that panorama radically by using Internet tools such as Google and our own website, which helped us move from eight patients in 16 months to 15 patients a month. U.S. companies are very aggressive with their goals, and we were able to finish the trial months ahead of target. It was incredible since not only were we able to get more credible figures in terms of patients

4 The Food and Drug Administration is an entity of the United States' Ministry of Health responsible for regulating, among others, the medicines and therapies that are sold to the public.

but we saved the company millions of dollars in monthly expenses. The goal of course is to get the approval of the FDA and start putting the product on the market so we can generate revenue."

If the product is not on the market yet, how does the company survive?

"The company is backed by venture capitalists. As a matter of fact it holds the record for the highest amount raised in the state of Minnesota. They are betting on the company's success. However, the company bets on being bought by a strategic investor, one of the top players like Pfizer or Medtronic. Johnson & Johnson already owns 30% of CVRx. So, while we work like crazy to sell the product to the cardiologists, our CEO works like crazy to sell the company to a bigger player."

So what are you doing at the moment?

"After our success with hiring patients for the trial, I was given carte blanche to get more creative with our website and with some of our strategies. One of the things we've been focusing on is trying to convince the key opinion leaders (KOLs) that our therapy works and is better than others. We put on a 'dog and pony' show in Paris where Eugene Braunwald and Mario Zanchetta spoke to other physicians about the benefits of our therapy.[5] We were expecting 200 physicians and received around 500. It was a total hit. Now we have the same line up for another congress in Chicago. The more credible the therapy is among the medical community, the easier it is to get a strategic investor to buy our company. The product has already been approved in Europe. I had to spend almost half of last year in Milan marketing the product."

Is there a difference between the European and the U.S. markets?

"There are many. The biggest problem in Europe is to try to get the state to pay for the therapy for patients since there are a lot of issues related to politics and regulations. In the United States the problem is getting the FDA approval. Without that there is no way you can market the therapy. We still need to fix certain statistical challenges our product has in order to submit it for approval."

Wouldn't you prefer to work in a company where things are more certain?

"At this point I love what I do. I work in a company that allows me to experiment, create, and take risks in order to obtain results. What else could I ask for?"

---

5 Eugene Braunwald & Mario Zanchetta are two of the world's top cardiologists and researchers.

"Since we started our 'naked model' strategy our numbers have gone through the roof."

3.2. Nuts & Bolts of English

3.2.1. Grammar: The future tenses

The English language does not have a future tense or special verbal conjugations as such. However, there are four different ways one can express the future:

a. Use of 'will':

The modal verb 'will' is used when the future happens as a result of a spontaneous decision.

For example:

The price has just gone down; I **will** *buy shares from that company.* (*El precio acaba de bajar,* **voy** *a comprar acciones de esa compañía.*)
I **will tell** *the CEO the recent news about the competition.* (**Voy a comentarle** *al gerente las recientes noticias sobre la competencia.*)

As with all modal verbs, 'will' is not conjugated and precedes the verb it affects, which should always be in its infinitive form (I will **buy**/She will **tell**…).

b. Use of the continuous form:

We use this form when talking about future plans or arrangements:

I'm thinking *of investing in that dairy company next quarter.*
(**Estoy pensando** *en invertir en esa compañía de lácteos el próximo trimestre.*)

My company **is analyzing** *the possibility of expanding to other countries next year.*
(*Mi compañía* **está analizando** *la posibilidad de expandirse a otros países el próximo año.*)

The continuous form is made with the verb **to be** in the present PLUS **the main verb** of the sentence with '**ing**' at the end:

*My company is analyz***ing**.

What makes the sentence imply the future is the use of expressions such as **next year**, **next week**, **tomorrow**, or **tonight**.

The company is analyzing the purchase **tonight**.
(*La compañía está analizando la compra* **esta noche.**)

c. Use of the Present Simple:

The Present Simple can be used to express events in the future. This form is used especially when referring to schedules and timetables such as bus and plane itineraries:

The meeting **is** *at 4 pm.* (*It* **is** *1 pm right now.*)
(*La reunión* **es** *a las 4 pm.*) (*En estos momentos* **es** *la 1 pm.*)

Since the time when the sentence was said is 1 pm, the sentence '*The meeting is at 4 pm*' implies a situation in the future, even if it uses the Present Simple. Other examples of this situation:

The plane **leaves** *at 10 am tomorrow.*
(*El avión* **sale** *mañana a las 10 am.*)

The convention **takes** *place in March.* (*It* **is** *January.*)
(*La convención* **tendrá** *lugar en marzo.*) (**es** *enero.*)

d. Use of 'Going to':

'**Going to**' is used to describe plans, intentions or things we have already scheduled (imagine they are in your daily planner):

I'm going to *meet my business partners for lunch on Friday.*
(**Me voy a** *encontrar con mis socios para almorzar el viernes.*)

Suzanne is **going to** *decide on a new logo for her company after the holidays.*
(*Suzanne* **va a** *decidir sobre el nuevo logo para su compañía después de las vacaciones.*)

The firm is **going to** *have its Christmas party on the 13th.*
(*La empresa* **va a** *celebrar su fiesta de Navidad el 13.*)

Going to is formed by the present of the verb **to be** + **going to** + the **main verb** (in the infinitive):

The company **is going to** *have…*
I **am going to** *meet…*

e. Use of modal verbs:

The following modal verbs can be used to predict/suggest a possibility in the future: **may**, **might**, **would**, **could**, and **can**.

I **may** *travel to the trade fair.*
(*Yo* **podría** *viajar a la feria.*)

The accountant **might take** *more time than usual in closing the accounts for this month.*
(*El contador* **podría tomar** *más tiempo de lo normal en cerrar el mes.*)

Travers **would acquire** *Jameson if it had the chance.*
(*Travers* **adquiriría** *Jameson de tener la oportunidad.*)

The Internet **could** *also* **change** *the way we manage our portfolios.*
(*El Internet también* **podría cambiar** *la manera como manejamos nuestros portafolios.*)

I **can read** *the report tomorrow.*
(**Puedo leer** *el reporte mañana.*)

3.2.2. Idioms

a. A game plan: "Plan de juego", "plan de acción". Indica una serie de actividades establecidas previamente para un fin determinado.

> *So, what's the* **game plan**? *Are we going to launch it before or after the 24th*?
>
> (*Entonces, ¿cuál es el* **plan de acción**? *¿Vamos a lanzarlo antes o después del 24?*)

b. Blockbuster: Significa un gran éxito, un best seller, el producto de mayores ventas.

> *The product launched before the holidays was a complete* **blockbuster** *and made the quarter's results the best in the last 20 years.*
>
> (*El producto lanzado antes de las fiestas fue un completo* **éxito** *e hizo que los resultados del trimestre fueran los mejores en los últimos 20 años.*)

c. Come up with a winner: Literalmente "producir el ganador", significa tener una idea o acción brillante que cambie el juego completamente. Meter el gol ganador.

> *Sarah* **came up with a winner** *with her idea for the new car.*
>
> (*Sara* **metió el gol ganador** *con su idea para el nuevo carro.*)

d. Corner the market: Literalmente "arrinconar el mercado". Hace referencia a obtener tal cantidad de participación en el mercado que en cierta medida se logra un monopolio.

> *The product has* **cornered the market** *and now others are trying to copy its innovative features.*
>
> (*El producto ha logrado* **tal participación de mercado** *que ahora otros están tratando de copiar sus características innovadoras.*)

e. Fast track: Generalmente se utiliza cuando establecemos que se quiere dar prioridad a algo.

> *Tom told me we had to* **fast track** *the application since it needed to come out before Christmas.*
>
> (*Tom me dijo que teníamos que* **acelerar** *la aplicación pues necesitaba salir antes de Navidad.*)

f. Keep something under wraps: Literalmente "mantener algo bajo las envolturas" lo cual significa mantener algo en secreto.

> *The whole campaign had to be* **kept under wraps** *since it was a game changer for the company.*
> (*Toda la campaña debió ser* **mantenida en secreto** *ya que era muy importante para la compañía.*)

g. Like a blind dog in a meat market: Literalmente "como un perro ciego en un mercado de carne"; en realidad quiere decir cuando una persona pierde el control o el orden de una situación.

> *The manager behaved* **like a blind dog in a meat market** *when he heard the product had to be recalled due to faulty manufacturing.*
> (*El gerente se comportó* **como un loco** *cuando escuchó que el producto tuvo que ser retirado del mercado debido a problemas con la manufactura.*)

h. Make a killing: Literalmente "dar la estocada mortal"; en realidad quiere decir "sacarla del estadio".

> *The agency* **made a killing** *with that dramatic advertising campaign.*
> (*La compañía* **la sacó del estadio** *con esa campaña de publicidad innovadora.*)

i. Off the ground: Literalmente significa "encima del suelo" y hace referencia a iniciar un proyecto.

> *Now that the project is ready we need to get the marketing campaign* **off the ground** *as well.*
> (*Ya que el proyecto está listo necesitamos también* **iniciar** *la campaña de mercadeo.*)

3.2.3. Word Tool Kit

a. Brand equity: Valor de la marca.

> *According to the professor,* **brand equity** *signals customers' knowledge and love of the brand.*
> (*De acuerdo con el profesor, el* **valor de la marca** *evidencia el conocimiento y amor del consumidor por la misma.*)

b. Channel distribution: Distribución de canal.

The problem with **channel distribution** *is that intermediaries are sometimes difficult to control.*

(*El problema con la* **distribución por canales** *es que a veces es difícil controlar a los intermediarios.*)

c. Competitive advantage: Ventaja competitiva.

The pharmaceutical company had a **competitive advantage** *since it owned the patent of the product for ten years.*

(*La compañía farmacéutica tenía una* **ventaja competitiva** *ya que había sido dueña de la patente del producto por diez años.*)

d. Direct marketing: Mercadeo directo.

E-mail has radically reduced the costs of **direct marketing**.

(*El correo electrónico ha reducido radicalmente los costos del* **mercadeo directo**.)

e. Diversification (n): Diversificación.

Apple's **diversification** *into the music and entertainment industries proved a big success.*

(*La* ***diversificación*** *de Apple al mercado de la música y el entretenimiento fue un gran éxito.*)

f. Diversify (v): Diversificar.

Companies that **diversify** *into different areas tend to perform better than those that don't.*

(*Las empresas que* **diversifican** *su actividad en distintas áreas tienden a obtener mejores resultados.*)

g. Infomercial: Infomercial (televentas).

Jennifer is tired of watching tedious **infomercials** *on every channel.*

(*Jennifer está cansada de ver tediosos* **infomerciales** *en todos los canales.*)

h. Market penetration: Penetración de mercado.

The manager was very happy with the **market penetration** *in the last six months.*

(*El gerente está bastante contento con la* **penetración de mercado** *de los últimos seis meses.*)

i. Market research: Investigación de mercado.

Joe wanted to conduct some **market research** *before developing the product.*

(*Joe quería llevar a cabo una* **investigación de mercado** *antes de desarrollar el producto.*)

j. Maturity: Madurez (de un producto).

Once a product reaches its **maturity** *stage, marketing has to think of new ways to maintain it.*

(*Una vez que un producto llega a su punto de* **madurez** *el departamento de mercadeo tiene que pensar en nuevas maneras de mantenerlo.*)

k. Niche: Nicho.

Initially the product was conceived for a **market niche** *but suddenly it became mainstream.*

(*Inicialmente el producto fue concebido para un* **nicho del mercado**, *pero de repente se volvió popular.*)

l. Point of sale: Punto de ventas.

Careful attention should be placed on a product's display at the **point of sale**.

(*Debe prestarse especial atención a la exhibición del producto en el* **punto de venta**.)

m. Positioning: Posicionamiento.

A mistake in the **positioning** *of the product saw the company lose a lot of money.*

(*Un error en el* **posicionamiento** *del producto hizo que la compañía perdiera mucho dinero.*)

n. Range: Portafolio de productos.

Coca-Cola's product **range** *in the 1980s included not only soft drinks but clothes as well.*

(*El* **rango** *de productos de Coca-Cola en los años ochenta no incluía solo bebidas gaseosas sino también ropa.*)

o. Sample: Muestra.

We tested the product with a **sample** *of people from our target market.*

(*Ensayamos el producto con una* **muestra** *de personas de nuestro mercado objetivo.*)

p. Segmentation: Segmentación de mercado.

With so much competition, market **segmentation** *is the only way to go.*

(*Con tanta competencia la* **segmentación** *de mercado es la única manera de trabajar.*)

q. Survey (n): Encuesta.

They conducted a **survey** *to see how many people had tried the new product.*

(*Llevaron a cabo una* **encuesta** *para saber cuantas personas habían ensayado el nuevo producto.*)

r. Survey (v): Encuestar.

We **surveyed** *100 students to gauge their enthusiasm for the new nightclub.*

(*Llevamos a cabo una* **encuesta** *entre 100 estudiantes para medir su entusiasmo por la nueva discoteca.*)

3.3. Exercises

3.3.1. Determine if the following sentences imply:

1. a *spontaneous decision*
2. a *scheduled arrangement*
3. an *intention*
4. a *possibility in the future*

Example: *I just heard there's terrible traffic on 7th avenue; I will take a different route home.*

The sentence above uses *will* because it represents an event in the future resulting from a **spontaneous decision**. The person just hears about traffic on his route and decides in that moment to make a change and go home taking a different way.

a. *The manager is going to meet with the union leaders next week.* ___________.

b. *Depending on the political situation prices might go up.* ________________.

c. *I just read some valuable information in the newspaper; I will call my broker to make some adjustments in my portfolio.* ______________________________.

d. *The company is planning its annual meeting for the end of the month.* _______________________ .

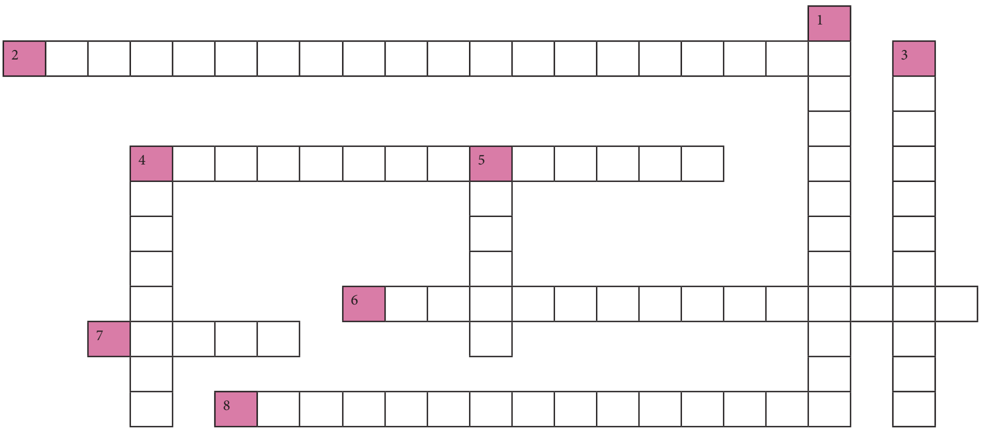
e. *If you gave us a 10% discount, we would buy 20 more bottles.*____________ .

f. *When the supervisor comes, I'm going to tell him what I think.*____________ .

g. *The oil and gas industry is considering changes to its environmental practices starting next month.* ____ .

3.3.2. Marketing Puzzle

Using the Across and Down clues, write the correct words in the numbered grid below:



ACROSS

2. A combination of attributes allowing a company to do better than its competitors.
4. Provides important information about the market size and needs.
6. Promoting directly to consumers.
7. A small or special segment of the customer population interested in a product or service.
8. Looking for new markets or introducing new products.

DOWN

1. Classification of customers based on their characteristics.
3. Creating an image for a brand or product.
4. A period of the product lifecycle where sales reach their highest point.
5. A method of collecting information from a sample of the population.

COMPETITIVE ADVANTAGE	DIRECT MARKETING	DIVERSIFICATION	MATURITY
SEGMENTATION	POSITIONING	SURVEY	MARKET RESEARCH
NICHE			

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CHAPTER 4
CORPORATE AND INVESTMENT BANKING

"Corporate banking is about earning the client's trust."

Jaime Beckman, Krauss and Morgan

Among the wide portfolio of products and services that banks offer, there is a range dedicated solely to corporate clients, governments, and high profile families. Banks use a series of financial instruments, which include equities, currencies, shares, and bonds among others, to help these clients diversify their risk and have opportunities for investment and further growth. Corporate bankers not only trade these directly or through swaps, options, and futures; they also research the different economic trends, the political situation, and the industrial performance of countries in order to give a detailed account of the situation to their clients, and advise them on where to put their money.

Jaime Beckman from Bogotá does not have the profile you'd expect from a banker: he has a Master's in Political Science and didn't have any previous experience in the banking sector before his first job in Chase Manhattan. Nevertheless, his experience as a corporate banker in two of the most important American banks illustrates how the business of banking is not reserved only to those who obtain business degrees.

In this chapter we will analyze verbs, vocabulary, and idioms related to the banking industry. We will also focus on the Zero and First conditionals; a difficult point for most in English grammar, but one which is very practical, especially when handling negotiations.

4.1. The Interview: Jaime Beckman – Krauss and Morgan

Born in Bogotá in 1960, Jaime graduated from the Los Andes University before completing a Master's in Political Science at the University of Illinois in the United States. He began his career in the banking industry, working for Chase Manhattan bank in the 1980s and Citibank in the 1990s. He moved back to Colombia in 2005 and currently works for a leading private merchant bank that focuses on resource-based sectors.

With a master's degree in political science, how did you end up in the banking sector working for Chase Manhattan?

"For David Rockefeller, who led the bank from 1969 to 1980, the best bankers did not come from MBA programs, they came from the humanities departments.

When I was a trainee, most of my mentors held degrees in history, biology, and literature. So I guess I was a strong candidate."

Was the banking industry different then?

"Indeed, it was more glamorous. As a trainee I was flown from Chicago to New York first class and the bank paid for all my expenses during the interview process. That doesn't happen anymore. Also, the bank invested heavily in its training process, which lasted for six months to a year. Management knew a lot of the trainees would quit after their first year of work, but still they wanted to make sure they had prepared the best people. Some of my colleagues knew they could get higher paying jobs just because they had been through the Chase Manhattan training process. It was a gamble."

What about the fact that you were Colombian?

"That made me an even stronger candidate for the job. At the time I applied, Chase was looking for bilingual executives to work locally, especially people who came from Latin America and had a deep understanding of the culture and history of the region. It was part of their strategy."

Did you try to sell yourself more as a financial type of candidate?

"One of my professors at Illinois advised me to study all the possible information available about the bank: the figures, the projections, internalize the annual report, even become 'an expert' at predicting industry trends and advising on the company's strategy. However, the day I was traveling to my interview, next to me sat a woman who was a manager at Procter and Gamble and had an MBA from the Kellogg School of Management, Northwestern University's MBA program. Well, we started talking and as soon as I told her where I was going, she asked to see my résumé and gave me the best advice I've ever been given: 'Talk about what you know, not about what you don't know'. So I focused on what I had learned during my master's studies and, fortunately, that was exactly what they were looking for. The training program was designed to teach me the financial and mathematical skills needed to do the job."

Why do you think she gave you that advice?

"She said she didn't trust candidates who wouldn't say, 'I'm sorry, I don't know the answer to that' in an interview because, in general, they get companies in trouble years down the line. They continue making decisions based on assumptions and don't really do the homework out of fear of showing others that they don't know. Her advice got me the job and taught me a huge lesson. From that moment, I've advised people to learn their résumés by heart, rather than the company's profit and loss report."

How were your English skills when you started working for Chase?

"They weren't bad. When I arrived to the States, my English was almost nil. But I enrolled in summer school before my classes started and studied like crazy. The first six months of my master's I barely understood what the professors were saying and had people proofread all my essays before turning them in. We didn't have the tools we have today."

Can you elaborate on Chase's strategy for Latin America?

"As soon as I finished my training program, which included six months in Puerto Rico, I was incorporated into the institutional area of the bank as a credit analyst. My team was in charge of lending funds to the South American banks, specifically those from Argentina, Uruguay, Chile, and Brazil. I had to really read between the lines and know what were the strengths and weaknesses of each bank. There were more ingredients at play before deciding if Chase increased or decreased the credit lines to those banks: the countries' inflation rates, the political scenario, and the cultural perspectives, among others. After a while I was transferred to the Dominican Republic."

How was your experience there?

"It was very important. Still very young at the time, I had to solve problems I wouldn't have even been near to had I been in New York. I also had to interact with the country's political and business elite. It taught me a great deal. I was there for more than two years, but then I had to return to the U.S. for personal reasons."

How did your job change upon returning to the United States?

"It changed from corporate banking to private banking. First, I was offered a position in the treasury department but I declined since I would have had to be in charge of handling the business with the insurance companies in the north of Europe and this implied being in the bank at four in the morning making split -second million-dollar decisions that required a great deal of concentration. What I needed was a change of pace, my daughter needed medical assistance and I couldn't move around so much. So that's why I switched to private banking; it was more about managing clients and personal relationships. Unfortunately, this really didn't work out as I had expected."

In what sense?

"I believe banks are a great industry for people who want to learn and progress. There are always opportunities available if you want to change, but having mobility, being able to travel here and there, is a great asset, and my priority was my family. I still needed to provide for them and ended up traveling all the time since my job entailed managing Mexico's top clients. It was a great experience, but something had to give and I finally quit my job."

What did you do then?

“I worked for Merrill Lynch for a year, but I didn’t really like the stock exchange environment. I was then hired by Citi.”

What differences did you find between Chase Manhattan and Citi?

“Citi is a more horizontal bank. It was more about what you did than who you are. Chase is one of the oldest U.S. banks and still has a very tight and traditional power structure. I kind of appreciated the difference because I knew that no matter how much I advanced in my career, there was always going to be a ceiling at Chase.”

What were you hired to do at Citi?

“I had to work with Mexican clients again, but this time on the other side of the fence. At Chase, I was responsible for selling them portfolios and investment opportunities. At Citi, I was more in charge of being the bank’s liaison. I had to sit down with the owners of some of Mexico’s most important businesses; have dinners, play golf, and then review their portfolio with the bank. Most people think private banking means sitting down in a boardroom for hours and reviewing every figure. It’s more about earning clients’ trust. You have to spend time with them, go to social events. And then suddenly, ten minutes of figures written on a napkin, a couple of questions, and that’s it.”

That sound’s like a very glamorous job…

“Well, yes. But it requires a lot of time and experience. Banks have to be very careful about who they pick for a particular customer. You see, what we were in charge of doing was wealth management. It’s a huge business. But it’s a gamble as well. Banks need to predict the capabilities of the entrepreneurs to maintain and increase their capital. Of course, we have to give them the best advice possible, but there are other issues at stake. For example, if our client is the ‘wealth creator’ or the ‘wealth preserver’; in other words, if they had worked for it or just inherited it. That changes the game completely and also changes the profile of the person the bank needs to send. It can be a deal breaker if the bank sends the wrong person. For example, you need a person who understands the chain of production and the risks implied for a ‘wealth creator’, whereas you need a worldlier person for a ‘wealth preserver.’ It’s incredible how much capital goes to waste if mismanaged.”

How long did you work there?

“For almost ten years. I was based in Miami but had to travel a lot.”

Then what?

“I took a sabbatical and began contemplating the possibility of returning to Colombia; the country was changing and things looked very promising. I started researching the possibilities available, meeting with people and networking. At a cocktail party I met a person who managed an oil company in Colombia and that seemed like a very interesting area to consider, even though I hadn't really worked in the commodities sector before."

Were you hesitant to change your area of expertise completely?

"Of course, but sometimes instinct tells you something is good for you. One has to do the homework, however. So I started attending conferences, fairs and seminars, meeting people, talking to them, and learning from them. I started traveling to Colombia more often. Finally, I was able to get a job that united my previous banking experience with my current area of interest. I was contacted by a Canadian bank with assets and operations around the world. What they do is identify potential assets and advance their operation, from locating a coal mine, for example, to the production process. They are in charge of financing the operation, which means getting people interested in investing in these assets and then increasing the shareholder value by means of a good return on investment."

How did your previous experiences come into play?

"The commodities market involves a lot of risk and, in order to raise capital, you have to know about the financial and political structures that govern each operation. Because the company is a private merchant bank, it means I have to sit down with the potential investors, explain to them the conditions of the operation, and convince them of the seriousness and solidity of the firm. Once again, it's about earning the client's trust."

"Let me get this straight. You want us to entrust our company's money to AP Bank over a coffee and a bagel?"

4.2. Nuts & Bolts of English

4.2.1. Grammar: The Zero and First Conditionals

Conditionals in English confront students constantly. They have a distinct structure: a word such as *if* or *whether*, two clauses, verbs in different tenses; and those are just the textbook examples. The most difficult thing about conditionals for students of English is understanding their function: what is it they are really trying to express? As with every structure in any language: '**Practice makes perfect'**. We will take advantage of the fact that this book is directed primarily at native Spanish speakers and we will use some translation in the examples to aid you in truly understanding the conditional form. Let's begin with the easiest one to understand:

a. The Zero Conditional:
The zero conditional refers to something that is 100% TRUE.

For example:

If I heat water to 100 degrees Celsius it boils.
If I walk in the rain without an umbrella, I get wet.

Structure
The zero conditional has two clauses:

a) The *if* "conditional" clause.
b) The secondary "result" clause.

Each clause has a verb. For the sentence to be in the zero conditional both verbs have to be in the **present simple tense**.

For example:

If I **heat** *water to 100 degrees, it* **boils**.
(*Si* **caliento** *agua a 100 grados centígrados,* **hierve**.)

Both *heat* and *boils* are in the present simple.

Note that they shouldn't be interpreted as a situation in the present tense, but just taken at face value as part of the structure (this is true with every conditional form).

Also, note that the clause can change place.

For example:

I get wet if I walk in the rain without an umbrella.

As you can see, one can alter the order of the sentence without changing its real meaning.

Remember, the zero conditional should be used for statements that are, in general, 100% true.

Other examples:

If you travel a lot with the same airline, you get lots of miles.
If you don't have enough money, you can't buy the computer.

b. The First Conditional
This form implies:

1. A high probability of something happening.
2. A situation that is almost always true.

For example:

If I study for the exam, I will pass.
(*Si estudio para el examen, lo pasaré.*)

Generally speaking, if a person studies for an exam it is highly probable that he/she obtains a passing grade. (However, there is always a small probability the exam is extremely difficult, or the person has a bad day, or the person forgets everything and the result is that he/she doesn't pass the exam.) That is why we say the first conditional is around 85/90% true.

Other examples:

If I read a lot of books, I will learn a lot.
(*Si leo muchos libros, aprenderé bastante.*)

If I listen to very loud music in my apartment, the neighbors will complain.
(*Si escucho música a un volumen muy alto en mi apartamento, los vecinos se van a quejar.*)

Structure of the first conditional:

As with all conditional forms, there is always a "conditional" clause and a "result" clause.

For example:

If Mary saves money, she will have enough to invest in the future.

a. The if "conditional" clause has the following structure:

If + subject + verb (in the present simple):

If Mary saves money…

In this case the subject of the sentence is **Mary** and the verb is **to save** (money).

b. The secondary "result" clause is structured in the following way:

Subject + will + verb (in the present simple) + result:

… she will have enough to invest in the future.

In this case the subject is "she", the modal verb "will", then the verb "have" (in the present simple) and then the result "enough to invest in the future".

Let's look at other examples:

If I arrive on time, I will have plenty of time to prepare.

If the team reaches the target, the board will allocate a bigger budget to our project.

Please be aware of the following situations:

a. Notice that the modal verb 'will' can be contracted with the subject pronoun:

*If you invest in our business, **you'll** have a 20% return in four years.*

I will = I'll
You will = You'll
He will = He'll; She will = She'll; It will = It'll
They will = They'll
We will = We'll

b. Also be aware that when 'will' implies a negative statement such as:

*If the company doesn't reach the expected sales target, the shareholders **will not** back the CEO.*

Then the contracted negative form of the verb becomes **won't:**

*If the company doesn't reach the expected sales target, the shareholders **won't** back the CEO.*

Will not = Won't

The rules for altering the order of the clauses also apply to the First Conditional:

I will buy ten books if you give me a discount.

I won't travel to the conference if I don't finish the project on time.

Other examples of the First Conditional:

If I pay my bills on time, I won't have problems with the bank.

The investors will make a quick decision if I write a good business plan.

4.2.2. Phrasal Verbs

a. Go/Goes through: Que tiene éxito, que ocurre, que sucede.

The deal finally **goes through**.

(*La negociación finalmente* **tiene lugar**.)

También quiere decir analizar, estudiar (from the interview):

Most people think private banking means sitting down in a board room for hours and **going through** *every figure with the client.*

(*La mayoría de las personas creen que la banca privada implica sentarse por horas en una sala de juntas* **analizando** *cada cifra con el cliente.*)

b. Go under: Irse a pique, caerse.

The deal **went under** *because of the civil war in the country.*

(*El negocio* **se vino abajo** *debido a la guerra civil en el país.*)

c. Pay off: Dar frutos.

His years of hard work finally **paid off**.

(*Sus años de arduo trabajo finalmente* **dieron frutos**.)

From the interview:

So I focused on what I had learned during my master's studies and, fortunately, that was exactly what they were looking for. The training program was designed to teach me the financial and mathematical skills needed to do the job. Her advice **paid off**.

d. Run out: Acabar, quedarse sin recursos.

If you continue spending like that you're going to **run out** *of money.*
(*Si continúas gastando de esa manera te vas a* **quedar sin** *dinero.*)

From the interview:

It's incredible how many financial capitals **run out** *if mismanaged.*

e. Set up: Abrir, organizar.

You need to **set up** *an account before working with us.*
(*Necesitas* **abrir** *una cuenta antes de empezar a trabajar con nosotros.*)

f. Tied up: Tiene varios significados.

"*Let's* **tie** *this negotiation* **up**.
(**Cerremos** *esta negociación* **de una vez**.)

Por otro lado

My money is **tied up** *in property.*
(*Mi dinero esta* **invertido** *en bienes inmuebles.*)

También puede ser utilizado en el sentido de entregar la propiedad como garantía en un negocio (*collateral*) i.e.

The business has to be **tied up** *with your property.*
(*El negocio tiene que* **usar** *su propiedad como garantía.*)

g. Work out: Trabajar, calcular.

Work out *the numbers before investing.*
(**Hacer los cálculos** *antes de invertir.*)

From the interview:

One of my professors at Illinois advised me to study all the possible information available about the bank: the figures, projections, internalize the annual report, even become "an expert" at predicting industry trends and advising on the company's strategy; in other words **work out** *the numbers.*

4.2.3. Word Tool Kit

The following is a group of words and verbs that you will find in a banking context. Included are sample sentences for some of the more difficult words:

a. ATM (Automatic Teller Machine): Cajero automático.

> *Give me a second. I need to take some money out of the* **ATM**.
> (*Dame un segundo, necesito sacar dinero del* **cajero automático**.)

b. Balance: Estado de cuenta.
c. Bank Statement: Extracto.
d. Borrow (v): Tomar prestado.

> *I think I need to* **borrow** *some money from the bank to fix the roof of my house.*
> (*Creo que voy a tener que* **pedir prestado** *al banco para arreglar el techo de mi casa*.)

e. Branch: Sucursal.

> *I'm sorry but you can't do that operation in this* **branch**, *you need to go to our bank's main office.*
> (*Lo siento pero no puede hacer esta operación en esta* **sucursal**, *tiene que ir a la oficina principal del banco*.)

f. Cash (v): Cobrar, generalmente un cheque. Dinero en efectivo (**n**).

> *Sue* **cashed** *the check her father gave her last week.*
> (*Sue* **cobró** *el cheque que su padre le dio la semana pasada*.)

g. Checking/Current Account: Cuenta corriente.

h. Credit Card: Tarjeta de crédito.

> *I will pay for the tickets with my* **credit card**.
> (*Pagaré mis boletas con mi* **tarjeta de crédito**.)

i. Collateral: Garantía/Codeudor.
j. Deposit: Un depósito (**n**). Hacer un depósito (**v**).

> *Please* **deposit** *the amount due in order to process your request.*
> (*Por favor* **deposite** *la cantidad necesaria con el fin de procesar su solicitud*.)

k. Endorse (v): Endosar (un cheque).

Mary told her brother to **endorse** *the check so she could cash it in personally.*
(*María le pidió a su hermano que* **endosara** *el cheque para cobrarlo personalmente.*)

l. Interest rate: Tasa de interés.

The **interest rate** *is through the roof.*
(*La* **tasa de interés** *está por los cielos.*)

m. Invest (v): Invertir. **Investment (n):** Una inversión.

In order to make some profit you need to **invest**.
(*Para poder tener utilidad tienes que* **invertir**.)

n. Lend (v): Prestar.

The bank **lends** *you money.*
(*El banco te* **presta** *dinero*)

o. Loan: Préstamo.

Joe asked the bank for a **loan** *to start his company.*
(*Joe le pide un* **préstamo** *al banco para montar su compañía.*)

p. Mortgage: Hipoteca.
q. Overdraft: Sobregiro.
r. Pay (v): Pagar.

He **paid** *his debts.*
(**Pagó** *sus deudas.*)

s. Savings Account: Cuenta de ahorros.

t. Save (v): Ahorrar.

The child likes to **save** *every penny he gets into his piggy bank.*
(*Al niño le gusta* **ahorrar** *cada centavo en su alcancía.*)

u. Transfer: Una transferencia "transfer" (**n**). Hacer una transferencia (**v**).

Please **transfer** *some money to the Foundations account, they need it for Christmas.*
(*Por favor* **transfiera** *algún dinero a la cuenta de la Fundación, la necesitan para la navidad.*)

v. Transaction: Transacción.

w. Withdraw (v): Retirar (dinero de una cuenta).

You can only **withdraw** *$200 dollars per week from this special account.*
(*Solo puedes* **retirar** *200 dólares por semana de esta cuenta especial.*)

x. Withdrawal (n): Un retiro.

4.3. Exercises

4.3.1. Please determine the function of the following sentences:

a. *If I invest in different places, I reduce my risk.* (certain/probable)

b. *Colombia will have more opportunities to export if the FTA with the United States starts soon.* (certain/probable)

c. *If you decide to take four of the same product, we will give you a fifth one free.* (certain/probable)

d. *The government won't approve the new laws if the people continue protesting on the streets.* (certain/probable)

e. *If the new bill is passed, we have to pay more taxes.* (certain/probable)

4.3.2. Choose the best alternative from the options below to complete the sentences:

a. If Nigel is promoted to Chief Financial Officer, then____________________ ____________________.

b. More people will buy flowers for St. Valentine's Day ____________________ ____________________.

c. If unemployment rises, ____ __________.

d. If I make a presentation, ____ _____.

e. If a substitute for oil is found, ____.

if the price of bouquets goes down
the global economy will change
Jamie will replace him as compliance officer
I always practice beforehand
the government loses popularity

4.3.3. Banking verbs

Ten definitions are listed. Below each definition are four words. Print the letter of the word that best matches the definition in the space provided next to each number:

____	1.	Hacer una transferencia			
		A. Save	B. Cash (check)	C. Deposit	D. Transfer
____	2.	Ordenar			
		A. Deposit	B. Pay	C. Save	D. Order
____	3.	Prestar			
		A. Lend	B. Save	C. Order	D. Transfer
____	4.	Depositar			
		A. Cash (a check)	B. Transfer	C. Order	D. Deposit
____	5.	Cobrar un cheque			
		A. Cash (a check)	B. Transfer	C. Deposit	D. Save
____	6.	Endosar un cheque			
		A. Endorse (a check)	B. Invest	C. Transfer	D. Lend
____	7.	Ahorrar			
		A. Pay	B. Endorse (a check)	C. Save	D. Lend
____	8.	Tomar prestado			
		A. Order	B. Borrow	C. Invest	D. Pay
____	9.	Pagar			
		A. Borrow	B. Pay	C. Deposit	D. Invest
____	10.	Invertir			
		A. Invest	B. Save	C. Lend	D. Endorse (a check)

4.3.4. Banking phrasal verbs

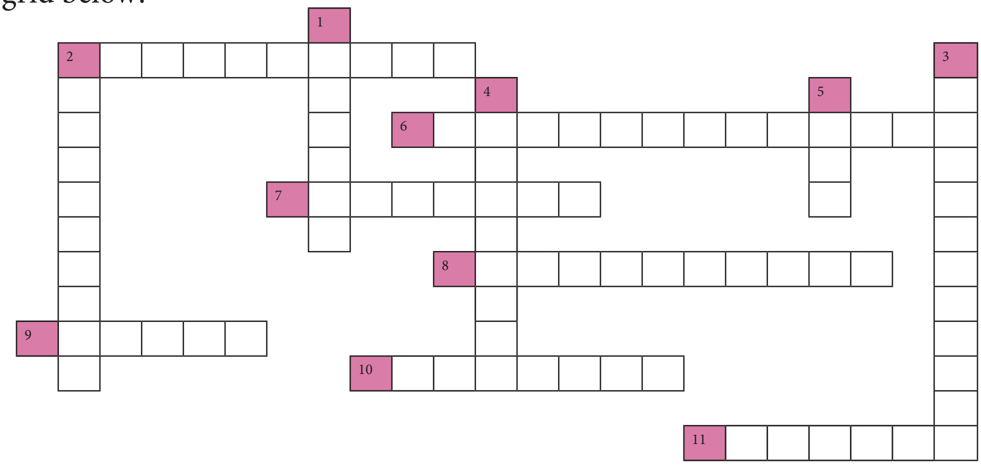
Clues are listed below. Print the word that matches the clue in the space provided:

1. ______________________________	Atado a propiedad
2. ______________________________	El negocio se dio
3. ______________________________	Hacer los cálculos necesarios
4. ______________________________	Declararse en quiebra
5. ______________________________	Quedarse sin dinero
6. ______________________________	Saldar una deuda
7. ______________________________	Abrir (una cuenta, una fiducia)

SET UP AN ACCOUNT   WORK OUT THE NUMBERS   TIED UP IN PROPERTY   GO UNDER
RUN OUT OF MONEY   THE DEAL WENT THROUGH   PAY OFF

4.3.5. Banking Crossword Puzzle

Using the Across and Down clues, write the correct words in the numbered grid below:



ACROSS

2. Codeudor/garantía
6. Cuenta de ahorros.
7. Retirar dinero.
8. Transacción.
9. Sucursal
10. Hipoteca
11. Estado de cuenta.

DOWN

1. Depósito/Depositar.
2. Tarjeta de crédito.
3. Tasa de interés.
4. Sobregiro.
5. Préstamo/Prestar.

TRANSACTION	WITHDRAW	SAVINGS ACCOUNT	DEPOSIT
LOAN	BRANCH	COLLATERAL	CREDIT CARD
BALANCE	MORTGAGE	OVERDRAFT	INTEREST RATE

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CHAPTER 5
THE INTERNET STARTUP

"Hey, the Internet is the future, but how does it make a profit?"

Luis Becerra, Batanga.com

By the middle of the 1990s, the digital era had arrived and the world was coping with e-mails, the Internet, modems, and concepts such as bandwidth, browser, search engine, and website. The future was upon us and the possibilities were endless. New Internet businesses (that no one understood) sprawled out of nowhere; people registered domain names like crazy, quit their jobs, and even registered names of well known brands in the hope of earning some lucky bucks through a domain law suit. It seemed like a gold rush.

The world of music was no exception. The arrival of the digital era altered the record business in unimaginable ways. It had been just ten years since the CD became mainstream when already the mp3 format was shaking the foundations of the way people listened and accessed music. Peer-to-peer file sharing Internet services like Napster, where people downloaded tons of music from other peoples' computers for free, threatened the existence of the entire music business. Even rock stars cried in protest. Record companies were very slow in reacting; they were more concerned with attacking the new technology than adapting to the new reality.

Amidst all this Internet radio developed. There was nothing illegal about it; Internet radio paid royalties and got its income through advertising. **Luis Becerra** is a Colombian who co-founded the Internet startup Batanga.com, a music provider that has more than 15 Latin music stations catering to the Latino market in the United States.

The story of Batanga.com is quite interesting. The company was founded in 1999 and one year later the dot-com bubble burst. The speculative effect of thousands of companies that thought their shares would soar because they had a dot-com or an 'e-' to their names finally hit reality and the prices per share fell dramatically.

The dot-com bust did not symbol the demise of the Internet though; quite the opposite. It just made people reevaluate the whole business and make it about real products and services, not virtual fabrications. The Internet was here to stay… and so was Batanga.com!

5.1. The Interview: Luis Becerra – Batanga.com

Born in Bogotá, **Luis** studied biomedical engineering at Tulane University in New Orleans, graduating in 1984. He worked in Atlanta for many years in a software development company that was eventually bought by Rupert Murdoch's News Corporation. He moved to Boston in 1990 where he obtained an MBA from Harvard Business School. After graduating in 1992, **Luis** was hired by BMG International, the multinational entertainment company, where he worked in both Los Angeles and Madrid for five years as marketing vice president for Latin America and Spain. In 1999, with some friends from Atlanta, he decided to create an Internet radio startup called Batanga.com in the midst of the dot-com bust. Batanga.com has successfully survived. **Luis** is now part of other Internet ventures in the United States. This interview is mainly about his dot-com experience.

How did the idea for Batanga develop?

"A good friend from Atlanta had been working for two years managing an Internet radio station targeting the Christian market in the U.S. He wanted a change and was interested in developing a station for a different market. Of course, my experience in BMG as marketing director for Latin America made us think of the Latin market in the U.S. as an obvious choice. So we added both backgrounds; mine in music marketing and his in Internet radio and invited a third player, a friend of my friend who had the technical and software expertise and that's how Batanga.com was born. It was a matter of days before we started designing the business plan."

Tell us about your BMG experience?

"As soon as I graduated from Harvard I was first hired as the Assistant for the Executive Vice President for Latin America and Iberia. At the end of my tenure I was in charge of marketing for the whole region."

At the beginning your job was in Los Angeles, correct?

"Yes. I was sent there to evaluate the viability of leaving that office open. After a thorough analysis we decided to close it and my job was then based in Madrid."

How did you feel working for a multinational such as BMG?

"Other than the initial glamour of traveling around the world and meeting famous people (remember BMG is an entertainment company) at the end it's just a job where you have to work hard to obtain the results expected."

'Famous people' - that sounds interesting! Could you tell us who exactly you met while working there?

"I met Bono, Robbie Williams (he was in a band called 'Take That' back then), Mecano, Serrat, and the guys from Caifanes among others."

Why did you decide to move back to the United States?

"I wanted to do something entirely on my own. I wanted to be my own boss so to speak. I guess it's the entrepreneur in me."

So when did Batanga.com officially begin?

"In 1999."

That was the year of the Internet bubble explosion; how did you manage to start a company?

"I guess a mixture of planning and luck, as with everything in life. Before the stock market for the Internet companies went bust we targeted our fund-raising efforts on three different channels: Funds solely dedicated to financing Latin American Internet ventures; angel investment groups based in North Carolina; and independent private investors. The latter option didn't work because they were reticent to invest in Internet companies. We managed to get an agreement for half a million dollars from the angel investors and were going to receive three million dollars from the most important U.S. based fund for Latin American Internet companies. The day we were flying to sign the papers the bubble went bust and, unfortunately, the Latin ventures fund decided to invest only half a million dollars of the three promised. We had to start our operations with one million dollars."

Did that affect your business plan?

"Actually it was a blessing in disguise. The thing is, there were so many issues that initially played against us and at the end they became the main reason for our eventual survival and success. First of all, we weren't based in any of the three cities that are recognized as the centers for Latin entertainment in the States; namely Los Angeles, New York, or Miami; Batanga.com is based in Greensboro, North Carolina. Second, one of my partners was American and the other was German-American and I was the only Latino in the outfit, and all of those factors took away credibility from potential investors. They would ask the obvious questions as to why we were in North Carolina targeting the Latino market. I guess it wasn't enough that I was the 'Latino face' for the company."

Yes, but how was that a blessing in disguise?

"Our base in North Carolina gave us the benefit of not being in the center of the Internet hub that was going on in Miami, at least for the Latin market. All the companies were spending a lot of money, showing off, some companies had glamorous offices in South Beach and were opening branches all over Latin America. It was like a game of 'who could spend more', it was incredible. Since we were working from a distance, we were able to focus solely on the business, sell something 'tangible' and try to make a profit based on our sales. We were also very careful with our expenses; we saved every cent we could."

So what did you sell?

"Advertising online, of course. We had to increase our listening base to make it attractive for advertisers, but our focus was to actually get advertising sales. We concentrated on tangible advertising sales."

And what was the focus of the other companies?

"I remember other companies that had received more than 15 million dollars from their investors and were renting very nifty offices in Miami and had branches in Argentina, Brazil, and the rest of Latin America. One even hired Enrique Iglesias for their advertising campaign, which I believed cost them around 1.5 million dollars. We had a meeting with them once to try and negotiate some sort of alliance. They looked at us like we were from outer space; you know, a couple of gringos and a Latino. In the meeting I asked them about how they were going to support themselves once the initial funds were gone. Their business idea was to sell the company shares. But that was crazy. At that moment the stock exchange for Internet companies was closed. It was the exact moment where investors said: 'Hey, the Internet is the future, but how does it make a profit? What is the tangible product?' So, of course, people with a bit of business sense knew you wouldn't buy shares of companies built on air."

So how did you actually sell advertising or get more funds for that matter?

"Since the funds for Latin Internet ventures were frozen, or at least not available to us, we started to explore markets that were not Latin. So we knocked on the doors of technology funds, or local funds in the case of North Carolina. The reason why we were based in Greensboro is that my partners, Troy and Johann, live there. So, not only did they have previous experience in what we were doing, they also knew a lot of people in the area."

What were your functions at Batanga?

"Initially I was in charge of handling all the music business affairs: negotiating deals with the labels plus marketing, promotion, public relations, and even music selection. Remember that was the area where I had the most experience. I later moved into sales."

When did that happen?

"September 11, 2001."

Seriously?! Why?

"As you recall, the unthinkable happened in the U.S. that day. One of the obvious consequences was that all the flights were canceled and all the airports were closed. Our sales manager decided not go to the office and told us some meetings he had scheduled with Latin agencies for the next week in San Antonio and

Houston had all been canceled. We had worked for months to obtain those meetings so we decided to call them directly to find out why and maybe reschedule, and the response we got was the opposite; they had never called the meetings off and were actually expecting us! So, of course, we realized our sales manager did not want to fly and that was the moment I became the sales manager. I think I was on the first plane that flew out of Greensboro after September 11, 2001."

Was that scary?

"They upgraded me to business class and gave me a lot of champagne. I guess everyone was a bit scared."

How did you feel working in sales?

"As entrepreneurs we're selling all the time. You visit the client with your presentation and do what you need to do. Remember I was selling a product people neither understood nor perceived its need. All agencies were advertising on print media and on TV, and on top of this they got 15% commission. Your product actually took away from their cash flow. It didn't matter if I had studies showing Internet radio was more effective, most people thought the Internet was going to disappear."

Those were the advertisers, what about the labels?

"That was even more difficult since they saw us as a direct threat. Remember, at that time there was Napster and it was killing the record industry."

So how did you get the music?

"We did everything by the book. We paid royalties, so in front of Napster they had nothing to argue against us. Still, it was difficult to get content. The thing is that the business model of record companies was always aimed at destroying new technologies that threatened them; so they didn't want to support the Internet and in the end it killed them. I remember I was invited to a Billboard conference held in Miami in 2002, to speak at a round table about the future of online music; even Gustavo Cerati,[1] who was investing in a website, was there. I told them that the Internet was going to be the future of the business; that the album as such was dead; that they had to go back to selling singles and find a way of doing it online I think. I wasn't very popular that day."

You were like a door-to-door salesman?

"I had to sell and organize the sales force, build it up from scratch. The challenge was to define and discover who to sell to and how to sell it. Initially we targeted the Latin market, and called on agencies that solely worked that segment of

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1 Argentinian singer, songwriter, and record producer. He was the leader of "Soda Stereo", one of the most influential bands in Latin Rock.

the population. The problem is that they were not investing online . The other agencies however, the American ones, had budgets allocated for Internet and for the Latin market as well, so we knocked on those doors. We also went to the companies directly."

How many people worked at Batanga?

"There was a moment were we had almost 60 employees."

In what moment did you become attractive to investors?

"In 2006 there was a merger with Planeta.com, which was selling online advertising for Latinos and it was doing pretty well. Batanga.com was not growing as fast as we wanted so the merger made us big enough to attract important investment capital."

How many rounds of investment have you had so far?

"Six. The most recent was last year (2012)."

You started in the most difficult moment for the Internet and survived; what is your projection right now?

"I haven't been involved in any decision making at Batanga in the past few years since the original partners are not there anymore. With every round of investment the company grows and the people who are chosen to manage it are new, they come with different ideas. I know they've made some investments in Brazil and Argentina and they seem to be reaching their sales target; and if things continue to work this way, they might be able to generate enough interest to sell it."

So what are you doing now then?

"We now have a business that buys leftover online advertising."

How does that work?

"Let me see how best to explain it. For example, airlines have to sell all the seats on a flight at the best price possible. If they don't, then that possibility of a sale, that seat, is gone forever. Well, the same principle applies to traditional sites on the Internet. If a person opens your site and doesn't see a banner in the first 30 seconds that possibility of advertising is gone forever. The majority of sites are able to sell 20%, maybe 30%, of their advertising. What happens with the remaining 70%? They sell it to some companies called aggregators who take that inventory and sell it for three or four cents per dollar. What our company does is offer to sell that inventory at a better price. We pay a commission based on the difference of the price that we manage to sell it for, and what they would have gotten paid by the aggregator. It's a better deal for them. They generally get paid around 40 cents instead of three cents."

But how do you manage to sell better than the aggregators?

"Part of it is that we have a technological advantage. But I'm not allowed to delve into that!"

"Ok, the two of us checking pictures of our college friends on Facebook is not the best business plan for a startup."

5.2. Nuts & Bolts of English

5.2.1. Grammar: The Second Conditional

In the previous chapter we analyzed the zero and the first conditionals. The zero conditional refers to things that are 100% true; the first conditional refers to things that are almost true, highly probable. The Second Conditional refers to *hypothetical events in the future*. Every time we talk about what we would do if this or that happened, that's us using the Second Conditional.

For example:

If I won the lottery, I would travel around the world.
If I invested wisely, I would make a lot of money.
If the government raised taxes, the economy would be hurt.

None of these examples are real situations in the present. They just refer to fantasy situations, things that haven't happened; that maybe, perhaps, could happen and if they did… then the effects or consequences in the conditional clause would occur.

The Second Conditional is formed by the **if clause** and the **subordinate clause**.

If the board decided, I would be the new CEO.

The **if** clause always contains the verb in the **Past Simple**.

For example:

If I **won** *the lottery…*
If I **invested** *wisely…*
If the government **raised**…

The **conditional/subordinate** clause always contains the modal verb 'would' plus the verb in its infinitive form (without to):

… **I would travel** *around the world.*
… **I would make** *a lot of money.*
… *the economy* **would be** *hurt.*

As with the zero and first conditionals the order of the clauses can be altered without affecting the function of the sentence:

I would travel around the world, if I won the lottery.
The Free Trade Agreement (FTA) would start, if the two countries settled their differences about copyright issues.
The market would crash, if people continued speculating.

5.2.2. Phrasal Verbs

a. Log in: Conectarse a una página de Internet a través del uso de una clave.

I'm going to **log in** *to my bank account to check my balance.*
(*Me voy a* **conectar** *a mi cuenta de banco para chequear mi saldo.*)

b. Plug in: Conectar algo, un cable o un dispositivo.

Michael **plugged in** *his new LED TV to watch the game.*
(*Michael* **conectó** *su nuevo televisor LED para ver el juego.*)

c. Pop up: Aparecer de sorpresa. Generalmente la publicidad en Internet es en forma de Pop-Ups, o ventanas que aparecen ofreciendo productos y/o servicios.

As I was reading the newspaper online an advertising of Madonna's concert **popped up**.

(*Mientras estaba leyendo el periódico en línea* **apareció de la nada** *una publicidad del concierto de Madonna.*)

d. Set up: Establecer, organizar. Se usa en general cuando uno inicia un negocio.

Luis and his partners **set up** *a business venture based in North Carolina.*
(*Luis y sus socios* **establecieron** *un proyecto de negocio con sede en Carolina del Norte.*)

e. Scroll down: Cuando se está viendo una pantalla en Internet la acción de bajar el cursor para ver más información.

To be able to read the article you have to **scroll down** *on the page to find it.*
(*Para poder leer el artículo* **debe bajar el cursor** *en la página para encontrarlo.*)

f. Start up: En realidad esta palabra actúa como sustantivo o verbo y hace referencia a iniciar un negocio o al negocio que se está iniciando (sustantivo).

Robert plans to **start up** *a new English language institute in the city.* (*phrasal verb.*)
(*Robert planea* **abrir** *un nuevo instituto de inglés en la ciudad.*)

The company grew from a tiny **startup** *to a billion dollar corporation.* (*noun.*)
(*La compañía creció desde un pequeño* **inicio** *hasta convertirse en una corporación multimillonaria.*)

5.2.3. Word Tool Kit

a. Attachment: Adjunto.

The CEO sent an e-mail with different **attachments**, *which included the annual report among others.*
(*El gerente general envió un correo electrónico con diferentes* **adjuntos** *que incluían, entre otros, el reporte anual.*)

b. Bandwidth: Ancho de banda.

If you are going to select an Internet provider you should pick one that gives you the most **bandwidth** *for the least price.*
(*Si va a seleccionar un proveedor de Internet debe escoger uno que le brinde el mayor* **ancho de banda** *por el menor precio.*)

c. Bookmark: Marcación en el navegador para guardar la dirección web de una página favorita.

> *You just need to check his browser* **bookmarks** *to know he is interested in languages.*
> (*Solo necesita revisar sus* **marcadores** *en el navegador para darse cuenta que está interesado en los idiomas.*)

d. Browser: Navegador.

> *To be able to surf the net you need a reliable* **browser** *such as Firefox.*
> (*Para poder navegar la red Ud. necesita un* **navegador** *de confianza como Firefox.*)

e. Database: Base de datos.

> *To keep all our clients' information in one place we invested in top-of-the-range* **database** *software.*
> (*Para mantener toda la información de nuestros clientes en un solo lugar invertimos en el mejor programa de* **base de datos**.)

f. Drag: Arrastrar un documento, generalmente a un archivo.

> *She* **dragged** *the document to the trash in order to erase it from the desktop.*
> (*Ella* **arrastró** *el documento a la papelera para borrarlo del escritorio.*)

g. Hyperlink: Hiperenlace (en las páginas de Internet ciertos elementos están subrayados y al presionar sobre ellos llevan a otra página: esto es un hiperenlace).

> *As soon as he saw the* **hyperlink** *to the contest entry form he clicked on it and read the requirements.*
> (*Tan pronto como vio el* **hiperenlace** *al formato de entrada para el concurso, lo presionó y leyó los requerimientos.*)

h. Template: Plantilla para ahorrar tiempo en el desarrollo y diseño de un documento o aplicación.

> *Applicants should download and fill in the* **template** *to complete the process.*
> (*Los postulantes deben bajar y llenar la* **plantilla** *para completar el proceso.*)

5.3. Exercises

5.3.1. **Please determine if the following sentences refer to** ***hypothetical events in the future*** **(*second conditional*),** ***probable events*** **(*first conditional*),** ***or absolutely certain events*** **(*zero conditional*):**

a. *If the security conditions improved, more foreign companies would do business in our country.* (probable, hypothetical, certain)
b. *If I pay taxes, I contribute to Colombia's society.* (probable, hypothetical, certain)
c. *The company will have to reconsider its policies if the economy continues like this.* (probable, hypothetical, certain)
d. *I would buy more things on credit if the interest rates weren't so high.* (probable, hypothetical, certain)
e. *If the company decides to close, I will have to look for a job elsewhere.* (probable, hypothetical, certain)

5.3.2. Internet Multiple Choice

Eight definitions are listed. Below each definition are four words. Print the letter of the word that best matches the definition in the space provided next to each number:

____ 1.	Ancho de banda				
		A. Template	B. Attachment	C. Hyperlink	D. Bandwidth
____ 2.	Base de datos				
		A. Drag	B. Bookmark	C. Database	D. Template
____ 3.	Navegador				
		A. Attachment	B. Bookmark	C. Bandwidth	D. Browser
____ 4.	Favorito				
		A. Bookmark	B. Drag	C. Template	D. Hyperlink
____ 5.	Arrastrar				
		A. Database	B. Bookmark	C. Drag	D. Browser
____ 6.	Plantilla				
		A. Bandwidth	B. Hyperlink	C. Attachment	D. Template
____ 7.	Hiperenlace				
		A. Drag	B. Template	C. Hyperlink	D. Bookmark
____ 8.	Adjunto				
		A. Attachment	B. Browser	C. Database	D. Bandwidth

5.3.3. Conditional Sentence Challenge

The order of the words in the following sentences has been scrambled. On the lines provided, rewrite each one to form correct sentences.

1. would be ready to change their payment terms if the company decided to expand many suppliers
____
____

2. raised the rates there would be less people interested in acquiring loans if the Central Bank
____
____

3. the union it wouldn't go bankrupt if the airline settled the dispute with
____
____

4. invested in the region there would be great prosperity if the government
____
____

5. particular computer if the demand were higher there would be more production for that
____
____

5.3.4. Internet Phrasal Verb Challenge

The letters of the phrasal verbs are all mixed up. Figure out the correct order and write it in the space provided.

a. nigulp ______________________ (conectarse)
b. utesp ______________________ (organizar/establecer)
c. nigol ______________________ (conectarse con una clave)
d. pupop ______________________ (aparecer)
e. nwodllorcs ______________________ (bajar en la página)

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CHAPTER 6
THE BUDGET

"To survive as an architect you have to think like an entrepreneur and constantly have the bottom line in mind."

Miguel Pardo, LA Architecture

Creating a realistic budget for a project can make the difference between being profitable or going broke. Nascent businesses should have enough information about their target market and industry to be able to come up with a budget that leaves them in good standing. Companies with more than one year of business generally base their budget on the previous year's results. Two types of budget are the norm: an operating budget based on profitability and one focused on cash flow.

Expenses that are frequently considered when making a budget include: rent, utilities, Internet, personnel, advertising, legal costs, and office supplies among others. What assumptions do companies make to be as accurate as possible when forecasting both their earnings and expenses? What predictions do they have to make to know how the market will behave or what the price of their raw materials will be?

What happens if one is creating a budget to bid for a specific project? More so, what if that budget makes the difference between getting the project or not? The art of bidding is a very complex one. According to **Miguel "Pepe" Pardo**, a Colombian architect who is currently in charge of project management and budgeting for LA Architecture in California, "*If you do your numbers well, then you can obtain the projects and make some profit for the firm*."

So, how does the bidding process work and what items should be taken into account when drafting a budget to obtain a project? In the following interview we talk with Miguel about the different elements that need to be considered when bidding for a project and in turn drafting a good budget.

6.1. The Interview: Miguel Pardo - LA Architecture

Born in Bogotá, Miguel graduated from the Colegio Nueva Granada in 1989. He obtained his undergraduate degree in Design of the Environment from the University of Pennsylvania. After some years working as an architect in Colombia, Miguel moved to Los Angeles where he got a Master's of Architecture from UCLA.[1] He worked with the firms Roschen Van Cleve Architects and Angelil/

1 University of California Los Angeles.

Graham Architecture and is now senior associate with LA Architecture in Los Angeles. Miguel currently resides with his family in California.

How does an architect become a business man?

"To survive as an architect you have to think like an entrepreneur. I work in a firm, and to survive, as in any business, you have to be able to constantly think about the bottom line."

Who are your clients?

"The majority of the clients I work with belong to the State of California school districts. Since most of the funds are state funds, the whole process of getting a project has a lot of red tape involved. The secret lies in the bidding process."

Could you elaborate on the bidding process?

"Since such projects are undertaken with public funds there has to be a bid as to who gets the project among the competing firms. Generally, the project goes to the lowest bidder who complies with all the regulations. The role of developers is important in the bidding process since they are in charge of most of the budgets."

The developer?

"Yes, the architect firm designs the project, the developer gets to build it. In the United States the architect has no direct relation with the developer, which is different from Colombia, where the figure of an architect working hand in hand with the developer is the most common one. The architect can choose the developer if the project is private."

Isn't that a bit restrictive?

"Of course, and the problem arises when sometimes developers bid really low in order to win the project. Those bids are of course unrealistic, and developers try to compensate in other ways to make the project profitable. So there are a lot of changes in the orders, the developer claims the original design has problems, all sorts of things in order to make a bit more profit."

So what's the best way to carry out a project?

"Well, there are different ways for a project to come to fruition. The first is known as '*Design-Bid-Build*', which is the traditional method. The architect designs, the lowest bidding developer gets chosen, and the project gets built. As I was telling you, the majority of our projects are for the Los Angeles Unified School District. The process with them works in the following way: They open a bid and aspiring parties sign for it. However, to control the quality of the bidders, the district makes a shortlist. This shortlist is kind of a pre-bid trying to limit the real one to just a group of firms known for their experience; or for the quality of their projects; or because simply they can get the job done. Simply put, their track record, their reputation. So, for example, from a group of 20 developers that submit documents and plans, the district chooses the lowest bidder; unless the decision is challenged from another bidder. Unfortunately this process creates a certain hostile relationship with the architect. Because, as I was telling you before, in order to make some profit the developer sometimes has to find inconsistencies in the work of the architect."

Is there an alternative method?

"Yes, the developer and the architect work from the onset and design the project together. What happens is that there is a mechanism where the developer rents the property from the owner and builds the project. It's actually a legal way to eliminate the problem of the lowest bidder. It also eliminates the hostile relationship between architect and developer and a firm can actually have a series of projects with the same developer. A firm can set incentives, for example, if a project is built by a certain deadline; or if the budget is maintained, then the developer earns a bonus amount. In projects where public funds are not used it is always better to look for bids from different developers and get the best price."

How is the relationship with the client?

"The architects create and design the project, rendering the blueprints and all the legal documents. Then, they give these specifications to the developers who, with that information, organize their bids. All the bids are opened at the same time. The lowest bid is given to the client to review, checking if the proposal is complete and meets with all the legal requirements and insurances. If it does, then that developer is automatically chosen."

Is it the same process with hiring an architect?

"No, there is no obligation to hire the architect with the lowest price. So, in the case of our clients, the school district does not have to receive bids from everyone willing to do the job. If it's a developer with a terrible reputation but they have the lowest bid and meet with all the legal requirements they have to be hired or else they can sue. With architects there is no such obligation."

So it appears the relationship with the architect is different than the relationship with the developer?

"Of course. However, the clients try to ensure that they have the best possible candidates and that is why there is a list of approved bidders. Each developer's track record is available so the client can check. In general, what the client does is establish a set of criteria and check a developer's reputation: Are there any legal actions against them? Do they always deliver on time? And so on. Hence, in such a way, they can eliminate candidates they don't really want to work with. Those lists get updated every two years or so."

What about architects - do such lists exist for them as well?

"Certainly, people want to make sure an architect or a firm has the minimum requirements to be able to work with the district. Our firm is on lists in many school districts. Nevertheless, that doesn't guarantee you get projects assigned."

How many projects do you get per year?

"We need to produce around 40 million dollars in projects to break even. The company uses 8% of that amount for its internal operations. Now those can be obtained with one big project, a couple of medium ones, or many small projects. Nowadays with the economic crisis we have seen a serious reduction in the funds being given for construction, especially in California. The school districts are working with bids that are controlled by the voters. There is a lot of oversight. So at this moment, for example, we are doing a lot of small projects. The idea is to maintain our name in the clients' mind in order to get the big projects at the end of the day. It's the way the game is played."

What about the time it takes to do a small project?

"One ten million dollar project, which gives us 10% in earnings, takes us around three months of work. However, two projects of five million give us the same earnings but take double the time. When you assume one big project you can make more profit as a firm by controlling economies of scale. For the firm, it's almost the same time to design and manage a ten million dollar project than a five million dollar one. So two five million dollar projects take double the time and give us the same amount of profit. We generally have to think it over, but sometimes we have to work at a loss."

What are your responsibilities in a normal project?

"Let's say that we are on a pre-qualified list in a school district and they require a new high school that costs around 120 million dollars. They send this information to 20 firms with a list specifying all their requirements, time schedule, and other information. Based on a specific points system they reduce the list to five firms. Up to that moment, I have just participated in the process where the firm estimates how much money a project is going to cost. My involvement really begins the moment we start pitching our design to the client. There are a series of internal meetings with two or three people from the company, maybe with a couple of consultants, in order to start preparing the interview. A firm is allowed a limited amount of time to explain the project and then there is a Q&A (questions and answers) session. If we win the project, then there is the whole process of reviewing the contract and signing the specifications with the client.

After that, we begin studying the project's needs and requirements, which may include interviewing a lot of people within the client's organization to determine what the client is really looking for, the specific needs for every room and corner you'll be designing, among others. Sometimes this information is established beforehand."

Is it fair to say that schools require different needs than a private customer?

"Yes, they have design specifications that translate into minute details about each space and its function. Of course everything depends on where the school is going to be located and what type of school it is going to be. It is only with that knowledge that you can start specifying the volumetric distribution of spaces. A lot of things need to be taken into account; for example, where the admin building is going to be or the drop-off place for the students. You start designing what is called the contractual space, which specifies how the spaces needed are going to be placed and in this you study all possible details: the traffic in the area; the winds; the neighborhood; nearby constructions; where the sun sets. Everything should be considered to create different possibilities for the layout of the campus. The next step is to show conceptual drawings to the client. That is the moment where comments are made and changes discussed. It's a give and take with the client, and in that way the firm creates what the master plan of the campus will eventually be."

What happens next?

"Once the definitive layout is established, the process of design starts. The areas are determined and the work is done taking into consideration the square feet so you can physically see if the location allows for certain things or not. Ideas get approved or denied. For example, the air conditioning systems, the pipes, the fire alarms – all the things a building has. The more things get approved, the fewer changes you can make to the project. If the client wants something changed, the architect will probably ask to be paid for the time to make those changes."

What if the client does not want to pay for alterations to the original model, can they change architects in the middle of a project?

"It has happened. However, it is very difficult for an architect to start a project in the middle of the process. There are a series of liabilities, which can be very costly. Thus architects make sure they are very careful with budgeting to prevent that from happening."

How does it work in terms of cost projection to the client?

"In general, and most specifically in the case of the school districts, they have the money to build a project but not the money to maintain it. So projects rapidly deteriorate. Sometimes what they do is pay a bit more for materials that last longer. You can make a cost estimate at the end of the stage where you are designing the specifics (like the alarms and such things). However, these estimates can rapidly change because of the cost of materials. For instance, a couple of years ago it was difficult to get steel because the Chinese were buying it all for their construction craze. Other times it is good business to gamble the time you buy certain materials to allow you to get the best prices."

Once the whole design is approved what happens next?

"There is a state government entity that reviews and approves all the projects to be built in California. The process can take from seven weeks to four months. It is a long and tedious one. This state body reviews the plans, makes criticisms, and suggests corrections, and the firms act upon those observations and send the blueprints again. There are four of these entities in California, and depending on where your project is, you have to go to one office or the other. Once the project is approved it goes to the bidding process. Every change to the project has to be approved. If it's not done then, the developer can make changes and charge more money. It tends to become more complicated."

With all those players involved is there any corruption going on?

"Personally I have never seen anything fishy. There are some unprofessional individuals and firms, and maybe some unorthodox maneuvering, but in no way can I claim there is systematic corruption. The problems that could arise are, for example, architects making substandard blueprints or developers doing an inadequate job; or there are clients who simply don't know what they are doing. I think there are mistakes, not so much corruption. Things are more in the open. For example, when the plans are being reviewed the firm is assigned an identification or pin number and it's easy to track online what part of the process your project is at. Everyone can see this online so it prevents weird things from happening.

One way to help you stay in your client's mind is to donate money to school districts, appear at fundraising events, and meet the people involved with current or future projects. However, these actions contribute to children's education and school improvement and not to anybody's personal bank account.

I guess the only time I've seen things not working properly was once when we were working on a project with the City of Los Angeles. The project involved an old building in L.A., which was built during the 1920s to house aspiring actors who couldn't afford rent elsewhere. The developer bought the property and hired us to design the building. Since it was a property with a history connected to the city they were going to receive funding from the L.A. authorities, on condition the project allowed a number of apartments for low-income tenants. At one stage in the project, the developer started asking for more money than what was allocated and wanted us to sign documents that stated they had completed 50% of the contract when in reality they had barely finished 20%.

Of course we refused to sign those documents. To make a long story short the developer hired a friend as the company's public manager and he disappeared with some money. The developer eventually went broke and the city entrusted the project to our firm since we were the only party involved that was honestly looking after the project."

Is there a difference between working in Colombia and working in the States?

"The methods of construction and the whole relationship between client, architect, developer, and governmental entities are entirely different. In Colombia, as I told you before, architects can act as developers – something that is almost never seen in the U.S.A."

"Johnson, I'm afraid the two week stay at the five star hotel in Bora Bora was a bit outside your travel expense budget."

6.2. Nuts & Bolts of English

6.2.1. Grammar: The Third Conditional

Five investors get together to analyze a future business venture offered to them. It is a startup that sells rare books online. They have had experience with startups and have acted as angel investors on previous occasions, being very successful in managing their risk and obtaining great returns. They analyze the figures, look at the business plan, interview the owners and, eventually, decide to decline on the offer and invest their money elsewhere. Three years later they hear on the news that this "rare book" company has gone public and that the actual investors had returns of almost 300%. The five investors lament their previous decision and regret passing on that opportunity, saying:

> *"If we had invested in the rare book company, we would have obtained more than 300% returns on our investment."*

Welcome to the world of 'The Third Conditional.' In the two previous chapters we saw the First Conditional (which deals with 'almost certain' possibilities in the future) and the Second Conditional (which deals with 'hypothetical' possibilities in the future). In this chapter we will analyze the Third Conditional, which deals with *hypothetical possibilities in the past*. Another way of analyzing it is by considering it as the 'relief, regret, or criticism' conditional.

Let's look at more examples:

> *If I had spoken perfect English, I would have received that offer from the World Bank.*
> (*Regret: If he had spoken perfect English he would have gotten the job.*)

> *The company would have lost millions of dollars if it had purchased that plant in Hong Kong.*
> (*Relief: The company didn't purchase the plant in Hong Kong so it didn't lose money.*)

However, the examples we have just mentioned did not happen in the past, they are hypothetical situations in the past.

Let's look in further detail how the Third Conditional is formed:

If + past perfect… ⟶ subject + would + present perfect

For example:

> *If I* **had studied** *finance,* **I would have been** *eligible for that job with Warren Buffet.*
> (*Regret: He regrets not studying finance as by not doing so he couldn't get a job he wanted.*)

> *If I* **had invested** *in that company's shares* **I would have been** *a millionaire now.*
> (*Regret: He didn't become a millionaire because he did not invest in the company's shares.*)

As you may recall from the other conditionals, you can alter the order of the clauses with no change in the meaning of the sentence.

I would have been a millionaire, if I had invested in that company's shares.

6.2.2. The Past Perfect

To understand the Third Conditional's structure better, we need to take some time to analyze the Past Perfect.

The Past Perfect is formed with the auxiliary 'have' (in the past) plus the verb in the participle form.

Example:

had been, had gone, had eaten

In general, the Past Perfect refers to a completed action before another action occurs in the past:

Because I **had** *my cellphone* **stolen***, I couldn't call you.*
(*Como me* **habían robado** *el celular, no te pude llamar.*)

10:00 am cellphone stolen; 1:00 pm couldn't call her; it is now 3:00 pm.
He told her that he couldn't call at 1:00 pm because he had his cellphone stolen at 10:00 am.

Sometimes, the Past Perfect can be used to talk about something that started in the past and continued until another action in the past happened:

He **had lived** *in New York for eight years before he got the job in Washington D.C.*
(*Él* **había vivido** *en Nueva York por ocho años antes de que obtuviera el trabajo en Washington D.C.*)

Other examples:

She **had finished** *eating when he called to invite her to a restaurant.*
(*Ella* **había terminado** *de comer cuando él llamó para invitarla a un restaurante.*)

They **had** *already* **decided** *to go when it started to rain.*
(*Ellos ya* **habían decidido** *ir cuando empezó a llover.*)

6.2.3. Phrasal Verbs

a. Come round: Recuperarse, volver en sí. Cambiar de opinión.

The developer finally **came round** *and agreed with the architect that the structure did not need changes.*
(*El arquitecto finalmente* **cambió de opinión** *y estuvo de acuerdo con el arquitecto en que la estructura no necesitaba cambios.*)

b. Go with something: Acomodarse a algo, adaptarse.

Sometimes you have **to go with** *the board and accept its strange initiatives.*
(*En ocasiones Ud. debe* **adaptarse** *a la junta y aceptar sus extrañas iniciativas.*)

c. Get away from it all: Escaparse, alejarse de todo.

Jack was so stressed with work that he took a two month break **to get away** *from it all.*
(*Jack estaba tan estresado con el trabajo que se tomó un descanso de dos meses para* **alejarse de todo**.)

d. Make a long story short: En resumidas cuentas.

To **make a long story short**, *the developer stole all the money.*
(*En* **resumidas cuentas**, *el constructor se robó todo el dinero*)

e. Put up with someone/something: Aguantarse algo (o a alguien).

To obtain a contract we have to **put up with** *a lot of red tape.*
(*Para obtener un contrato tenemos que* **aguantarnos** *un montón de burocracia.*)

f. Think something over: Pensar algo, analizar.

We need to **think over** *that proposal but at first glance it doesn't look very appealing.*
(*Tenemos que* **pensar** *seriamente esa propuesta, pero inicialmente no se ve muy llamativa.*)

6.2.4. Word Tool Kit

a. Assets: Activos.

They gave him the loan because he had a lot of **assets** *to use as collateral.*

(*Le otorgaron el préstamo porque tenía varios* **activos** *para usar como garantía.*)

b. Balance: Balance/extracto.

Please check the **balance** *of your account to see if you have any money left.*
(*Por favor verifique el* **extracto** *de su cuenta para ver si tiene algún dinero disponible.*)

c. Budget: Presupuesto.

We need to meet and analyze the figures in order to calculate the **budget**.
(*Necesitamos reunirnos y analizar las cifras para poder calcular el* **presupuesto**.)

d. Deficit: Déficit.

If the government earns two million but spends three million, there is a one million **deficit**.
(*Si el gobierno gana dos millones, pero gasta tres millones, hay un* **déficit** *de un millón.*)

e. Disposable income: Renta disponible.

With all that **disposable income** *Jane decided to donate a big amount to the Bill and Melinda Gates' Foundation.*
(*Con toda esa* **renta disponible** *Jane decidió donar un gran monto a la fundación de Bill y Melinda Gates.*)

f. Emergency funds: Fondo de emergencia.

It is advisable to have some **emergency funds** *ready in case something unplanned happens.*
(*Es recomendable tener listos unos* **fondos de emergencia** *en caso de que algo inesperado suceda.*)

g. Fixed expense: Costo fijo.

The first item one analyzes when starting a business is how high the **fixed expenses** *are.*
(*El primer tema que uno analiza cuando va a comenzar un negocio es qué tan altos son los* **costos fijos**.)

h. Income tax: Impuesto al patrimonio.

Every year political parties argue about the adequate percentage to charge on **income tax**.
(*Cada año los partidos políticos discuten el porcentaje adecuado para cobrar en el* **impuesto al patrimonio**.)

i. Income: Ingresos.

If she has a good **income** *she can save and invest in her future.*
(*Si tiene buenos* **ingresos**, *ella puede ahorrar e invertir en su futuro*.)

j. Interest: Interés.

It is a good time to borrow money since **interest** *rates are low.*
(*Es un buen momento para pedir dinero prestado puesto que las tasas de* **interés** *están bajas*.)

k. Liabilities: Pasivos.

Unfortunately the company's **liabilities** *were such that no one was interested in buying it.*
(*Desafortunadamente los* **pasivos** *de la compañía eran tales que nadie estaba interesado en adquirirla*.)

l. Net monthly income: Entrada mensual neta.

The company's **net monthly income** *for the last year was high enough to allow it to invest heavily.*
(*La* **entrada mensual** *neta de la compañía este año fue tan alta que le permitió hacer una fuerte inversión*.)

m. Occasional expense: Gasto ocasional.

That **occasional expense** *was not taken into account in last year's budget and we did not reach the desired target.*
(*Ese* **gasto ocasional** *no fue tenido en cuenta en el presupuesto del año pasado y no logramos llegar a la meta deseada*.)

n. Sales tax: Impuesto de ventas.

Every time you buy something you have to pay **sales tax**.
(*Cada vez que Ud. compra algo tiene que pagar un* **impuesto de ventas**.)

o. Social security: Seguridad social.

The government is always increasing its investment in the **social security** *system.*
(*El gobierno siempre está aumentando sus inversiones en el sistema de* **seguridad social**.)

p. Statement: Extracto.

Every month Sue receives a **statement** *from her bank in London.*
(*Todos los meses Sue recibe un* **extracto** *de su banco en Londres.*)

q. Surplus: Superávit.

The farmer doesn't know what to do with the **surplus** *from his crops.*
(*El granjero no sabe qué hacer con el* **superávit** *de su cosecha.*)

r. Total annual income: Ingresos totales anuales.

The leasing company took into account the **total annual income** *of the applicant before deciding to deny the loan.*
(*La compañía de leasing tuvo en cuenta los* **ingresos anuales totales** *del prospecto antes de decidir negar el préstamo.*)

s. Trade-offs: Literalmente unas por otras. Hace referencia a una situación en la que el costo de una decisión es sopesada por los beneficios que trae.

One of the supposed **trade-offs** *of legalizing drugs is crime reduction.*
(*Uno de los supuestos* **beneficios** *de la legalización de las drogas es la reducción en la violencia.*)

t. Variable expense: Costo variable.

A thorough analysis for next year's budget should consider the **variable expenses** *carefully.*
(*Un análisis minucioso del presupuesto del próximo año debe considerar cuidadosamente los* **costos variables**.)

6.3. Exercises

6.3.1. Use the prompt in brackets to complete the missing half in order to create correct sentences in the Third Conditional:

Example: **<u>If he had reached the targets</u>**, he would have gotten a raise. (reach targets)

a) If Maria hadn't declined the offer, ______________________________. (be unsatisfied in her new role)

b) ______________________________, they wouldn't have obtained such great results. (advertise)

c) If the company had hired that person as environmental affairs director, ______________________________, (change company's recycling policy)

d) ______________________________, she would have been an excellent manager. (prepare)

e) If they had studied the offer, ______________________________. (make a serious bid)

6.3.2. Budget Vocabulary

There are letters missing in each word below. Print the complete word in the space provided beside each one:

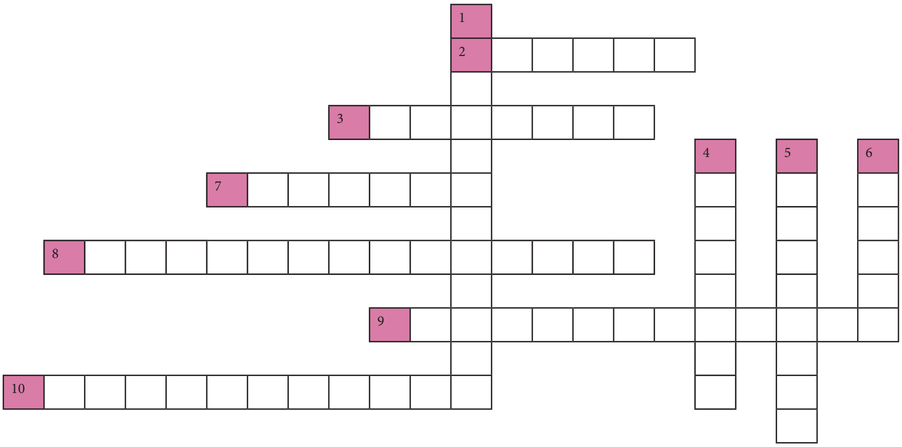
a. L**B*L*TY ____________________
b. S*RPL*S ____________________
c. TR*D**FFS ____________________
d. D*F*C*T ____________________
e. *M*RG*NCY F*NDS ____________________
f. D*SP*S*BL**NC*M* ____________________
g. *CC*S**N*L *XP*NS* ____________________
h. *SS*TS ____________________

1. Financial obligation or debt
2. Income exceeds expenditure
3. Giving up one thing to obtain an other
4. Spending more than you earn
5. Budget for unforeseen expenditures
6. Money left after tax deductions
7. Expenditure of money that does not occur on a regular basis
8. Property owned by a person or company

DISPOSABLE INCOME	ASSETS	DEFICIT	SURPLUS
TRADE-OFFS	LIABILITY	EMERGENCY FUNDS	OCCASIONAL EXPENSE

6.3.3. Budget Crossword Puzzle

Using the Across and Down clues, write the correct words in the numbered grid below.



Across
2. Money that you earn.
3. Tax imposed on the retail price of items.
7. Money you have in your account.
8. Expense that varies from month to month.
9. Record of your account movements.
10. Total earnings over a one year period.

Down
1. Expense that is constant every month.
4. Money paid regularly at a particular rate for the use of money lent.
5. Portion of your income paid to the government.
6. A plan for your money.

BALANCE	BANK STATEMENT	VARIABLE EXPENSE	FIXED EXPENSE
BUDGET	INCOME TAX	ANNUAL INCOME	INCOME
INTEREST	SALES TAX		

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CHAPTER 7
SOFT SKILLS

"Being an analytical person or a mathematical wizard doesn't help you much when you're delegating tasks and persuading people to do things for you."

Roberto Silva, Medtronic

The concept of EQ (emotional quotient) was a wake up call for many professionals when it appeared. Coined by the American psychologist Daniel Goleman in his best-selling book "Emotional Intelligence" (1995),[1] the emotional quotient based on Goleman's model proposed that how you manage your emotions and relationships with others is a better indicator of your all-around value than professional and economic success.

More and more the idea of soft skills has become as important as technical qualifications when hiring an employee. The ability to communicate well with others (in writing, in presentations, and in meetings), the capacity to work well in teams, the ability to adapt and change, to persuade, to resolve conflicts, to negotiate, to compromise; all these are skills needed and sought for in today's business world. Some employment experts even suggest that your qualifications will land you the interview, but the soft skills will get you the job and help you keep it.[2]

Roberto Silva thought that a degree in engineering from a great school in the United States was a key to success. However, what he saw in his first job was a completely different picture. He needed to develop soft skills in order to survive and get his projects completed on time. As project manager for both General Electric (GE) and Medtronic, **Roberto** has learned that the capacity to understand the work environment and how it influences people is crucial in achieving results in today's world.

7.1. The Interview: Roberto Silva – Medtronic

Roberto Silva studied at the Berchmans school in Cali and then at the Javeriana University for a couple of years. He transferred to Caltech (California Institute of Technology) where he graduated in industrial engineering. He moved to Bogotá for a couple of years, gaining experience managing a restaurant until he got ac-

1 Goleman, Daniel. *Emotional Intelligence*. Bantam, 1995.
2 Buhl, Larry. *Six Soft Skills Everyone Needs. More Than Technical Qualifications Needed to Move Ahead in Your Career*. Yahoo, Hot Jobs.

cepted to Harvard in the year 2000 to work towards obtaining an MBA. Since then, he has lived in the United States working for companies such as General Electric and Medtronic.

What is your role right now in Medtronic?

"I'm a project manager. Medtronic is a company that makes and sells medical devices such as the pacemaker."

What does your job involve?

"I'm in charge of managing a group of people who work in the development of new products. My job entails a lot of planning, organizing, delegating, and making sure things get done so that your project moves ahead. The assignment doesn't stop at that, however. You need to secure the best talent possible in the company (it's like trying to get Messi play in your team) and resources, in order for the project to be accomplished."

Is this easy to achieve?

"Securing the talent and obtaining resources? Extremely complicated. Sometimes the company decides another project is more important (and urgent) than yours and takes away some (or all) of your funding. Sometimes the talent is lured by other projects within the company and they move to that group, leaving you scouting for new people to replace them. Also, you have to fight for your resources; you don't want to have a project that doesn't have appropriate funding. So in a nutshell, there's a lot of persuasion going on. You have to stand up for your project."

So maintaining things under schedule is not your only responsibility?

"I wish! Most of the time I'm putting out fires so the project keeps on going."

How long does a project take?

"A small one, a year or two; five years on average for a long one. So you see, many things can happen in five years. A lot of the art and craft behind this is managing the time frames. For me, as someone who came from an engineering way of thinking, timekeeping meant a factory standard of time maintenance. However, I've had to learn the hard way that it's more about emotional intelligence than anything else."

Can you elaborate on that?

"Well, when you're trying to maintain a schedule of activities in order to achieve a goal many things can happen. You have to monitor the activities, see why some things are getting done and why others are not. Also, why some people are more involved in the project and others are more distracted; complications such as group problems, personal issues, and people having other priorities can hinder your project's development. Sometimes team members are working in two projects at the same time."

Is that something you can train for?

"As I was telling you most of my background came from engineering. My university, Caltech, had a very strenuous academic program that was one of the most intellectually demanding experiences of my life. It taught me that any problem can be solved as long as you have the time and the resources. However, that is not always the case in real life where soft skills become more important. Being an analytical person or a mathematical wizard doesn't help you much when you're delegating tasks and persuading people to do things for you. I don't think there's training for that, you acquire it in life. However, the Harvard MBA program did help me a lot."

Were there courses in "emotional skills" at Harvard?

"Not as such, but the whole case study method and the rhythm of work taught me you can't do everything, it's impossible. So you learn about time management, prioritizing, working in groups, delegating, and dividing tasks. You also learn how to skim a report and extract the important information quickly. Sometimes you had to sell people the idea that you were an expert on something while in reality you had just read about the subject ten minutes before. I don't want to say that I learned how to 'talk my way' in Harvard, but I guess it did teach me a lot about salesmanship and a lot of other skills I didn't get in engineering school."

It seems you obtained a good balance?

"Between Caltech and Harvard, definitely. I'm not a Zen guru, however, and I still consider myself a very rational, analytical person. Soft skills come somewhat less naturally to me. It's something I've been working to improve; more so if you add the diversity ingredient in the company."

What exactly do you mean by that?

"The groups I manage are ethnically diverse. I work with Americans, Hispanics, Asians, you name it. So, not only have I had to learn how to manage people, I've had to learn how to manage the United Nations!"

Tell us about your experience in General Electric...

"The first year at work I actually had to train to become a Six Sigma Black Belt. This is a problem solving methodology developed in the 1990s, which deals with a lot of statistics, so of course I felt entirely at ease because of my engineering background. Six Sigma trains you to identify the root of a problem. You see, when you don't really identify the cause of something, it's a bit like putting Band-Aids on a serious infection. The problem reappears somewhere else. So you need to identify it and implement steps to eliminate it."

Once you got the Six Sigma training what did you do?

"After my training we had to find a project where I could put that knowledge to work, so I started working in the medical systems area. This was a new area for me, but it really appealed to me when GE came scouting to Harvard."

How does scouting work?

"Companies come to the university and try to entice candidates to apply for jobs with them. They put on a huge display and you get to meet a lot of interesting people."

How was your transition from GE to Medtronic, the company you work for now?

"It was tough to be honest with you. GE has an alpha male culture. You get things done no matter what, it doesn't matter if you step on someone's toes. It's a very aggressive, very 'do things now' culture. In Medtronic people don't have that behavior, so I have had to change and adapt, understanding that different companies have different cultures. I had to give myself more time to understand how things work in each company; be more humble I guess."

What about your English?

"That has been a process. At the beginning I had serious problems. Even though I transferred to Caltech, it was an engineering school and I really didn't feel the need to learn until I got to Harvard Business School. I understand everything I hear and read but it's the speaking that gives me problems. I have the strange feeling that people in general perceive you as less intelligent if you can't speak fluently. You know those feedback questionnaires companies give you at the end of the year? Well all of them said I had to improve my communication skills! The company has helped me a lot with that and they have supported me with language coaches who have come to the company and helped me work on my pronunciation and fluency."

Has it helped?

"Of course. Now I feel more confident. Also, time works its magic as well. I've been here for more than 12 years working in a place that is not Florida. I have to use English all of the time, except at home."

Can you tell us about life as an executive in the United States?

"People have this romantic notion about life in the States. My life is: I go to work, I come back home, we cook, we play with the children, we go to sleep, the next day comes, and it's exactly the same. Some people love that tranquility, that comfort zone, and you see some people in the company doing the same thing for years. That's the reason why I'm constantly trying to change projects, creating different roles for me in the organization. The role of project manager was something I convinced the company I could do, and it took a great deal of time and persuasion. There's always a lot to do, more things than you can accomplish and that can be very stressful. But as long as you're able to manage it then it can be very interesting. There is not a career path. At least not in the company I work for. So it's more about creating your own spaces for development."

"Who wants to tell Peter he needs to work on his dancing skills before the next company party?"

7.2. Nuts & Bolts of English

7.2.1. Grammar: Modal Verbs

When dealing with colleagues in a diplomatic way English offers certain verbs that give subtlety to your speech. The modal verbs help you transmit information in a way that is not committing, that gives an idea that some things are possible, probable, or likely. Verbs such as 'may, might, would, could' express that sense of possibility. Some modal verbs are more formal and signal things that are mandatory, such as should and must, while other modal or auxiliary verbs like will, need to and have to give us the implication that things are necessary, almost certain.

Here's a list of most modal verbs and their suggested meaning:

a. Possible:

May, *might*, *could*, *would*.

I **may** *go to the launch party tonight.*
(**De pronto** *voy a la fiesta de lanzamiento esta noche.*)

Debbie **might** *help you with the transaction record.*
(**De repente** *Debbie te ayuda con el registro de la transacción.*)

Peter **could** *join our team if given enough space for his creative input.*
(**Puede ser** *que Pedro se una a nuestro equipo si le damos suficiente espacio para sus contribuciones creativas.*)

I **would** *like to practice the presentation but I don't think I have enough time.*
(*Me* **gustaría** *practicar la presentación pero no creo que tenga suficiente tiempo.*)

b. Mandatory, obligatory:

Should, must, have to.

You **should** *write about your business meeting to our boss.*
(*Le* **debes** *escribir a nuestro jefe sobre la reunión de negocios.*)

You **must** *get a visa if you want to attend the meeting in the States.*
(*Ud.* **debe** *sacar una visa si quiere asistir a una reunión en los Estados Unidos.*)

Alex, you **have to** *give an account of your last sales pitch.*
(*Alex,* **debes** *darnos un reporte de tu última perspectiva de ventas.*)

c. Certain, advice:

Will, need to, ought to, can.

I **will** *have the report ready tonight.*
(**Tendré** *listo el reporte esta noche.*)

Paul **needs to** *organize his ideas before the conference.*
(*Paul* **necesita** *organizar sus ideas antes de la conferencia.*)

I **can** *have the prototype ready by next month.*
(**Puedo** *tener listo el prototipo para el próximo mes.*)

You **ought to** *bring an umbrella with you as it is going to rain.*
(**Debería** *traer consigo un paraguas pues va a llover.*)

Warning! Modal verbs are **never** conjugated and always have to be followed by another verb in the infinitive.

For example:

I must finish the report before midnight.
I musted finish. (**WRONG**)
I will must. (**WRONG**)
I must finished. (**WRONG**)

7.2.2. Phrasal Verbs

Some phrasal verbs can convey emotional states, attitudes, or situations that relate to this chapter.

a. Back up: Apoyar.

I really appreciated it when you **backed me up** *last Friday in the meeting. They were going to terminate my project.*
(*Realmente agradecí cuando* **me apoyaste** *el pasado viernes en la reunión, iban a terminar con mi proyecto.*)

b. Bring someone down: Derrotar, humillar a alguien, bajar la nota emocional de una persona, hundir.

Failure to adapt to the technological changes **brought down** *the company.*
(*No adaptarse a los cambios tecnológicos* **hundió** *a la compañía.*)

c. Calm down: Calmarse, relajarse.

After reviewing last month's results it took more than an hour for the CEO to **calm down**.
(*Después de revisar los resultados del último mes le tomó más de una hora al gerente para* **calmarse**.)

d. Cheer someone up: Alegrar a alguien, levantar el ánimo de alguien.

After losing an important account some of his colleagues invited him to dinner to try to **cheer him up**.
(*Después de perder una cuenta importante algunos de sus compañeros de trabajo lo invitaron a comer para tratar de* **levantarle el ánimo**.)

e. Figure something out: Entender algo o a alguien, lograr descifrar.

It took Monica more than two months but she finally **figured out** *how the Thai labor laws work.*
(*A Mónica le tomó más de dos meses, pero finalmente logró* **descifrar** *cómo funciona el sistema de leyes laborales de Tailandia*.)

f. Get along with: Llevarse bien con alguien.

It is important to **get along with** *everyone in your team if you want to succeed in this company.*
(*Es importante* **llevarse bien** *con todos en el equipo si quieres que te vaya bien en esta compañía*.)

7.2.3. Word Tool Kit

a. Analytical skills: Habilidades analíticas.

The job in the financial department demands high numerical and **analytical skills**.
(*El trabajo en el área de finanzas requiere de buenas* **habilidades** *numéricas y* **analíticas**.)

b. Articulate: Articular, decir las cosas de una manera articulada, organizada.

Charlie was able to **articulate** *his ideas clearly and convince the boss about investing in the new venture.*
(*Carlos pudo* **articular** *sus ideas claramente y convenció a su jefe respecto a invertir en ese nuevo proyecto*.)

c. Champion: Apoyar, defender, abogar por.

Steve **championed** *Sara's work to his superiors, which contributed to her later promotion.*
(*Steve* **abogó por** *el trabajo de Sara con sus superiores, lo que contribuyó a su posterior ascenso*.)

d. Collaborate: Colaborar.

Sally never **collaborated** *with her peers and was eventually asked to leave the team.*
(*Sally nunca* **colaboraba** *con sus compañeros y eventualmente le pidieron que dejara el equipo.*)

e. Conflict management: Manejo o resolución de conflictos.

There are many theories available as regards how to implement **conflict management** *in the office when needed; however, cultural differences always have to be taken into account.*
(*Hay varias teorías disponibles sobre la mejor manera de* **manejar conflictos** *en la oficina; sin embargo, las diferencias culturales siempre deben ser tenidas en cuenta.*)

f. Delegate: Delegar.

In order to be an efficient manager one has to be good at **delegating** *tasks.*
(*Para ser un gerente eficiente uno debe ser bueno* **delegando** *tareas.*)

g. Drive: Empuje.

Michael has a lot of **drive** *for starting new businesses.*
(*Michael tiene mucho* **empuje** *para comenzar nuevos negocios.*)

h. Energy level: Nivel de energía.

Jobs today demand high **energy levels** *and concentration.*
(*Hoy en día los trabajos requieren altos* **niveles de energía** *y concentración.*)

i. Eye contact: Contacto visual, mirar de frente.

People don't trust Sam because he doesn't make **eye contact** *when he talks.*
(*La gente no confía en Sam porque no* **mira de frente** *cuando habla.*)

j. Inspire: Inspirar.

Apple is one brand that **inspires** *people with every product it releases to the market.*

(*Apple es una de esas marcas que* **inspiran** *a las personas con cada producto que sacan al mercado.*)

k. Listening ability: Empatía al escuchar.

Deborah's **listening ability** *has earned her a reputation as a conflict solver in the office.*
(*Deborah ha ganado reputación para solucionar conflictos en la oficina gracias a su* **habilidad para escuchar**.)

l. Motivate: Motivar.

Jane is very good at **motivating** *her team to achieve results.*
(*Jane es muy buena* **motivando** *a su equipo para lograr resultados.*)

m. Persuade: Persuadir, tratar de convencer.

You need **to persuade** *the best talent to join your work team.*
(*Necesitas* **persuadir** *al mejor talento para que se una a tu equipo de trabajo.*)

n. Positive attitude: Actitud positiva.

Everybody on the team is influenced by Mike's optimism and **positive attitude**.
(*Todos en el equipo están influenciados por el optimismo y la* **actitud positiva** *de Mike.*)

o. Self confidence: Confianza en uno mismo.

When he stepped up to talk to the board, Jack demonstrated great **self confidence**.
(*Cuando se paró a hablar en frente de la junta directiva, Jack demostró una gran* **confianza en sí mismo**.)

p. Sense of humor: Sentido del humor.

It is important to have a **sense of humor** *to cope with job related problems.*
(*Es importante tener* **sentido del humor** *para lidiar con problemas relacionados con el trabajo.*)

q. Team building: Conformación y/o consolidación de equipos.

He was hired because of the superb qualities he demonstrated for **team building** *in his previous job.*
(*Lo contrataron por la magnífica capacidad para formar* **equipos** *que demostró en su pasado empleo.*)

r. Tolerate: Tolerar.

> *One of the skills required by today's executives is the ability to* **tolerate** *and adapt to sudden changes in the economy.*
> (*Una de las habilidades requeridas por los ejecutivos de hoy es la de* **tolerar** *y adaptarse a cambios repentinos en la economía.*)

s. Verbal abilities: Habilidades verbales.

> *Exceptional* **verbal abilities** *are required for a job in broadcasting.*
> (*Se necesitan* **habilidades verbales** *excepcionales para trabajar en radiodifusión.*)

7.3. Exercises

7.3.1. Please determine the mood of the following sentences:

a. I must get vaccinated for yellow fever before traveling to the symposium in Brazil. (Certain/Mandatory/Possible)

b. Marie needs to prioritize to become more efficient. (Certain/Mandatory/Possible)

c. The company may hire more people in the next quarter. (Certain/Mandatory/Possible)

d. You must be able to speak English if you want to succeed in that job. (Certain/Mandatory/Possible)

e. I could help you as soon as I'm done with this conference call. (Certain/Mandatory/Possible)

7.3.2. Complete with the modal verb you consider most appropriate:

a. One ______________ prepare before taking the GMAT exam. (must/may/will)

b. The government ______________ owe you money if you've paid all your taxes on time. (should/has to/may)

c. Inflation ______________ fall in order for consumers to spend more. (will/must/can)

d. Banks ______________ lower interest rates in order to create an incentive for customers. (should/would/may)

e. I love the product! I ______________ definitely buy it. (should/will/might)

7.3.3. Soft Skills Vocabulary

Unscramble the letters to make a soft skill phrase. Use the clues below to help:

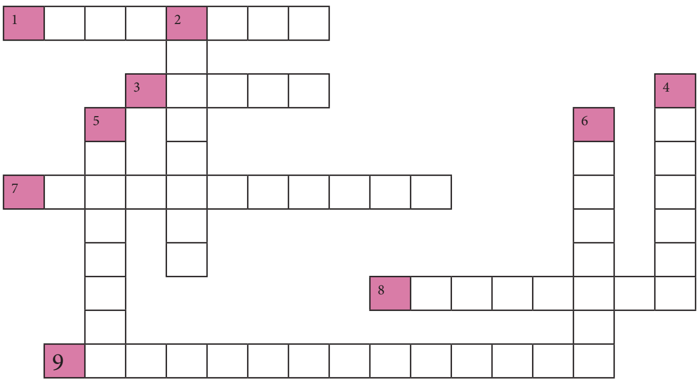
a. KUPACB ____________	d. PECUNOSEMREOHE ____________
b. DNBORENOWEMSGONI ____________	e. WNOMCLAD ____________
c. IGWGTOLATENH ____________	f. TOHGNUTIMOFSEREGIU ____________

1. Apoyar	4. Alegrar a una persona
2. Hundir a alguien	5. Calmarse
3. llevarse bien con alguien	6. Descifrar algo

GET ALONG WITH	CHEER SOMEONE UP	FIGURE SOMETHING OUT	BACK UP
BRING SOMEONE DOWN	CALM DOWN		

7.3.4. Crossword puzzle

Using the Across and Down clues, write the correct words in the numbered grid below:



Across
1. Defender, abogar
3. Motivación intrínseca, empuje
7. Colaborar
8. Motivar
9. Confianza en sí mismo

Down
2. Persuadir
4. Inspirar
5. Tolerar
6. Delegar

COLLABORATE	INSPIRE	MOTIVATE	CHAMPION
PERSUADE	DRIVE	SELF CONFIDENCE	DELEGATE
TOLERATE			

7.3.5. Motivation verbs jumble

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided:

1. VAITTOME ______________________
2. EPAUDSER ______________________
3. CNIPOMHA ______________________
4. SERINIP ______________________
5. TEARTLOE ______________________
6. ELALROBOACT ______________________
7. LAETCIATRU ______________________
8. GENAREOCU ______________________
9. DERIV ______________________
10. AETEDLEG ______________________
11. ZEGIRENE ______________________

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CHAPTER 8
TRENDS

"At the end of the day one has to drill since there is no other way to prove if the models and studies were correct."

Manuel Arango, Shell

What are trends? A trend could be defined as the general direction or movement of a change. A trend can also be a tendency, a proclivity for something to happen. There are trends in fashion, in education, in sports, and of course in business.

One of the most important skills an executive should have is the ability to describe business trends. Every industry and venture can be explained in graphs or charts, which require the knowledge of distinct verbs, prepositions, adjectives, and adverbs. In this chapter we will analyze the different possibilities for conveying trend information.

To a great extent, the oil and gas business constitutes one of the most dynamic industries in today's world. Our interview for this chapter features **Manuel Arango** from Medellín.

Manuel has been working in Shell for more than a decade. His experience in this important sector of the economy is an invaluable tool for any student who wants to learn about having a job in different continents and dealing with diverse cultures, together with political and economic issues, especially the many situations that arise when industrial and environmental interests collide.

8.1. The Interview: Manuel Arango – Shell

Born in Medellín, **Manuel Arango** studied at the Bolivariana University and at the University of South Carolina where he obtained a degree in mechanical engineering. After gaining valuable work experience in both Cali and Medellín, he moved to the United States where he got an MBA from Babson College near Boston. He has been working at Shell for the past 12 years.

You are now a successful executive at Shell in the Netherlands; can you tell us a little bit about how you got there?

"I was about to finish my MBA in Babson College and was encouraged by a professor to check Shell's website for information on a project I was doing about options and futures for the commodity sector. As I was looking, a window popped up inviting me to send Shell my résumé. So I did it just to see what would happen."

And?

"Interestingly, I received an invitation for an interview in Boston a couple of weeks after that. I guess I must have made an impression because I was interviewed again, twice, in Miami and also Boston, after which I had to go to an assessment center in the Netherlands. It was, all in all, a very stimulating selection process."

When was this?

"It was around the time of the dot-com boom and, honestly speaking, the idea of working for a 'flesh and bone' company was more enticing. Some of the website companies didn't seem to have much of a foundation, no visible structure to them, and you witnessed what happened at the end of the 90s: the Internet bubble burst."

Indeed, but the prospect of working in Europe must have been very attractive as well?

"I thought I was going to go to Europe for only three years but it's been 12 years so far."

What have been your responsibilities at Shell?

"I started working in the oil exploration department in October 2000, based in the Netherlands. After some time, I noticed there was an interest in liquefied natural gas exploration and Shell was looking for people to manage the process at both ends. Almost all job selection processes at Shell are internal, so I applied and got the position. I had to move to London."

Liquefied gas?

"It is gas that undergoes a process where it is frozen at minus 160 degrees Celsius in order to make it liquid; but the gas maintains the same atmospheric pressure. The mineral is reduced 600 times in volume to facilitate its movement. Consequently the gas can be exported from countries that have great supply of the resource and very low consumption, to countries that are quite far away and really need it. Shell had different plants where this process was carried out but it also wanted to be present in the terminals where the reverse process is done, where the gas arrives in liquefied form and is transformed into its gas form. Some of those projects were in Latin America."

Did you work on any of those Latin American projects?

"I started working on two projects: one on the east coast and the other on the west coast of Mexico. Initially, I was able to manage the projects from England; but gradually the duties required me being on the sites and dealing directly with the people responsible for the work. Remember, as in all businesses, this is also a people business. I began traveling under a particular arrangement where I would be three weeks in Mexico and one week in London. My function was to be Shell's all-level person for those specific projects. I had to negotiate with local residents, government officials, fishermen, natives – it was an inclusive job. After a year, the projects had grown to such an extent that Shell needed to incorporate more senior executives on site and that allowed me to ask for a transfer to London again."

The rhythm must have been exhausting?

"The traveling back and forth? Yes. Nevertheless, as soon as I arrived in London, Shell assigned me to a project in Nigeria, so the traveling didn't really stop. It was a bit hard because Heather, my wife, was eight months pregnant at the time."

Did you have to move to Nigeria?

"I actually had to move to The Hague, in the Netherlands. I had to go to Nigeria three times a month, but it was different compared to flying to Mexico since it was traveling within the same time zone."

You mention London and The Hague; does Shell have two different headquarters?

"Shell was, until 2005, the world's oldest joint venture. It was formed in 1907 by the Shell Transport and Trading Company, based in London, and the Royal Dutch Petroleum Company, based in The Hague. Shell had 40% of the ownership and the remaining 60% was Dutch, hence the two headquarters. A series of situations with the SEC (U.S. Securities and Exchange Commission) some years ago established the need to make changes in the corporate government and the boards were unified. So there was an amicable merger between Shell U.K. and Royal Dutch to become Royal Dutch Shell. The operations where consolidated and taken to the Netherlands."

Can you elaborate a little bit about the experience in Nigeria?

"Shell wanted to explore the possibility of operating from Nigeria as part of the liquefied gas plan. The project was a strategic alliance with other companies such as British Gas, Chevron, and the Nigerian government's oil company (the equivalent of Colombia's Ecopetrol). My responsibilities included bringing about the commercial agreements needed to generate the investment. I had to work with government officials and the local communities. A project like this is very costly, both in time and in investment, and has a lot of implications. For example, technical and environmental requirements must be met. There has to be a *Previous Consult* with the local communities.[1] This is where one presents

1 A fundamental right that local or ethnic groups have that allows them participation in some part of the decision making process of projects taking place in their territories. (Del Rosario University, Faculty of Jurisprudence <http://www.urosario.edu.co/jurisprudencia/catedra-viva-intercultural/ur/La-Consulta-Previa/Que-es-la-Consulta-Previa>).

the project to them and explains what the company is going to do. All of this is done in accordance with international regulations. It takes a long time before a project actually begins – if it does at all."

Are you still involved in that project?

"I worked on it until 2009. I returned to The Hague to work as Senior Economist for New Ventures. It's a much more internal role so I don't have to travel as often."

'Senior Economist for New Ventures?'

"I receive the information from the different disciplines involved in the exploration projects and with it build portfolios that justify investment. All portfolios or packages have to compete internally for capital against other possible ventures. My area of expertise, thanks to my overseas experience, is ventures in countries where Shell is not present yet; for example, Gabon, Tanzania, and South Africa. I offer support to these projects from The Hague."

How does a company know if a project is profitable or not?

"It's a complex and expensive process. A lot of the investment does not get approved until the existence of reserves is proven. First, there is a geological study to determine the potential of the location. Then there are seismic studies in 2D and sometimes in 3D as well. All of these studies are highly expensive, but they help reduce the uncertainty and the risk of the investment."

Does that guarantee the existence of the resource and profitability of the investment?

"Not really. At the end of the day one has to drill since there is no other way to prove if the models and studies were correct. Even if oil is found, the company needs to determine if the volumes are commercially viable. Sometimes you need to check different locations. More so, if getting the oil off the land is too costly then it's better not to invest."

What are the factors that make such an investment costly?

"There are many factors involved other than the obvious investment in technology and equipment. You have to weigh in the cost of entering a new country, the political and security risks involved; measure all the possible scenarios. Shell is a company that is very concerned with the security of its workers, the local communities, and its contractors. A very important element that has to be taken into account is to prepare for a way out if the need arises. All scenarios are considered and this involves different disciplines, from finance to political science to geology. My job is to integrate all these disciplines and build the financial package to be analyzed by the company's heads before entering into any new venture."

Did you study petroleum engineering?

"I actually studied mechanical engineering in the Pontificia Bolivariana University in Medellín."

Tell us about your experience prior to working at Shell...

"When I was about to graduate from university in Medellín I saw a fax on the bulletin board of my faculty from a company in Cali that was looking for engineers. I sent in my résumé and was invited for an interview at Smurfit Carton de Colombia. I eventually got the job, which made me very happy because I had done it entirely on my own. I worked there for a couple of years until 1995. Then I returned to Medellín and began working in a company that produced plastic bottles. It was a very small, capital intensive company. However, we managed to obtain a very important contract with Coca-Cola to produce the PET bottles for 'Manantial', their bottled water."

That sounds like a very interesting experience...

"The fascinating thing is that we managed to split the production process into two stages: The first was to produce an intermediate product called pro forma in Medellín. The pro forma were sent from Medellín to La Calera, near Bogotá, and then we would finish the process of stretch blowing the bottle with our own equipment, directly in the Coca-Cola plant. It was a great idea since our equipment was part of their production line and there were a lot of transportation costs saved. Eventually a German firm purchased the company. I had to sign a two year Non-Compete Agreement, so that's when I decided to pursue advanced studies in the States."

Where did you go?

"Initially I went to Boston. I went to MIT (Massachusetts Institute of Technology) and took a course in Operation Research, which is basically process optimization. Then I enrolled in Babson, near Boston, to pursue my MBA studies."

Why did you choose Babson?

"I really liked their emphasis on entrepreneurship."

Was your English good enough initially?

"I never studied in a bilingual school. There were some English classes at the university. However, with the violence in Medellín my parents decided to send me to USC (University of South Carolina) in Columbia, South Carolina, where my English improved a lot."

What is the most difficult thing for you to do in English?

"Public presentations have been difficult, but I'm getting my act together. The thing is that my presentations at Shell are directed to audiences who are generally hostile to our projects; for example, environmental agencies and NGOs. Nevertheless, if you prepare well, especially for the Q&A section (questions and answers) then you can do a good job. Still, the eloquence you have in your mother tongue is not the same. Sometimes I experience the opposite situation however. Since I never worked in the oil industry using Spanish, there are situations where I have to make an effort to find the correct word in my own language!"

Is English the official language at Shell?

"Yes. There are people from all over the world: Iranians, Pakistanis, Mexicans, Colombians, Australians, British, Dutch, etc., but we all communicate in English."

It seems like Shell is very multicultural and diverse?

"Absolutely. Although sometimes this works better in certain areas and situations more so than others. Sometimes having 'familiarity' is better. When I worked in Mexico for example, I was able to accomplish more than in Nigeria because of the cultural proximity."

"So… ahem… the trend is not as we had hoped… but I don't think we should be seriously concerned."

8.2. Nuts & Bolts of English

8.2.1. Trend Verbs

Trends can be described using verbs.

For example:

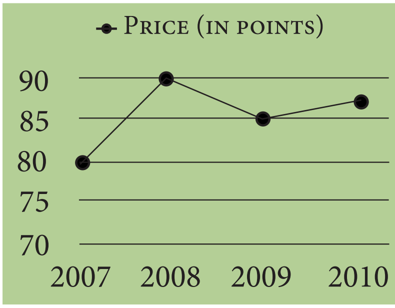
Upward trends:	Downward trends:
Increased, skyrocketed, recovered	Decreased, plummeted, fell

The intensity of the movement, or the implication of that movement, is different in meaning. For example, let's review the difference between ***plummeted*** and ***decreased***:

Graph A

Sales **plummeted** between 2009 and 2010, and then reached an all time low in 2011.

Graph B

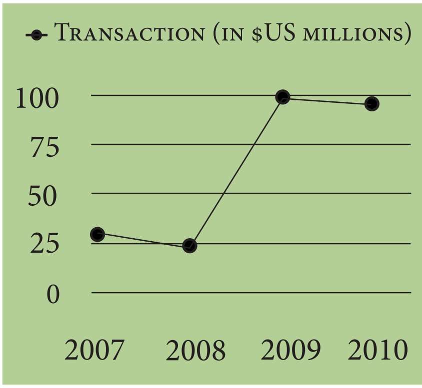


The price **decreased** by 5 points between 2008 and 2009.

If the price of oil had decreased by a massive 80 points it would have made better sense to use the word **plummeted**.

The same applies for upward trends. It is very different to say the price **skyrocketed**, which means there's a very exceptional and dramatic upward change in price (see graph):

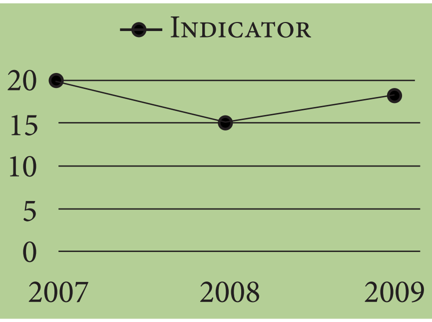
Graph C



As a consequence of the new policies prices **skyrocketed** in 2009.

This is better than to use the word **recovered**, which means the figures were low and were able to rise to a better position; the change is not as dramatic as the one implied by the word **skyrocketed** (see graph D.)

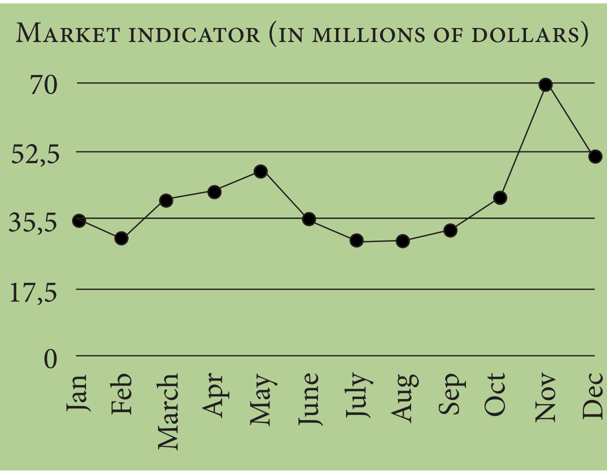
Graph D



Graph analysis: The housing market **recovered** in 2009.
Other verbs that describe upward trends are:
Go up, peak, gain, double, triple

For a greater understanding of these terms, let's look at the following graph and the accompanying analysis:

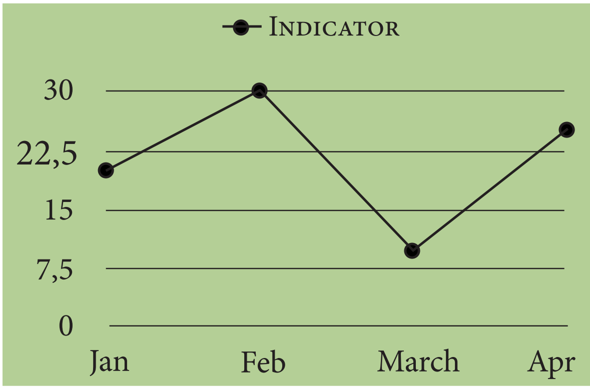
Graph E



a. Between February and March the market **rose**.
b. The overall performance **peaked** in November at 70 million.
c. Between April and May the market **gained** five points.
d. If you compare January with November the market **doubled**.

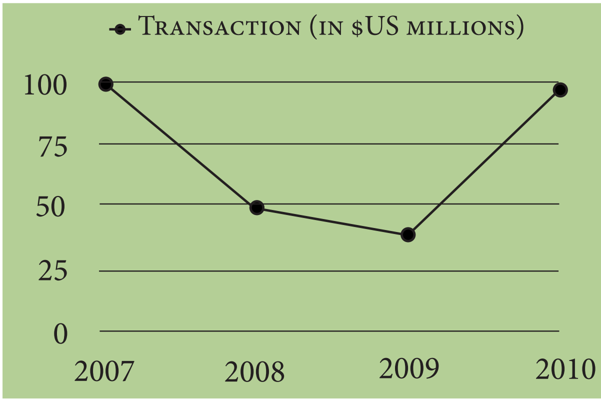
Other verbs that describe downward trends are:

Graph F



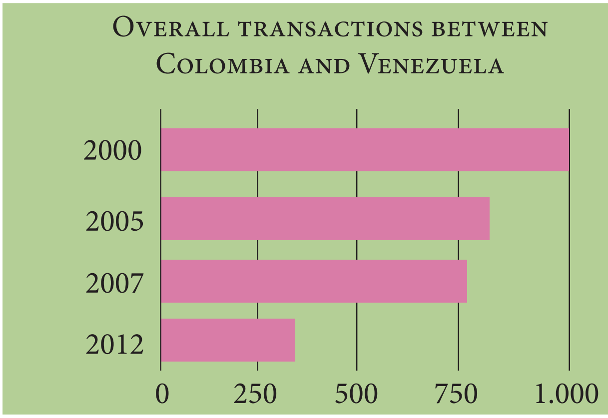
a. The average indicator **fell** 20 points between February and March.

Graph G



b. The overall volume of transactions **plunged** by 50 million in 2008 and **decreased by another** 10 million in 2009.

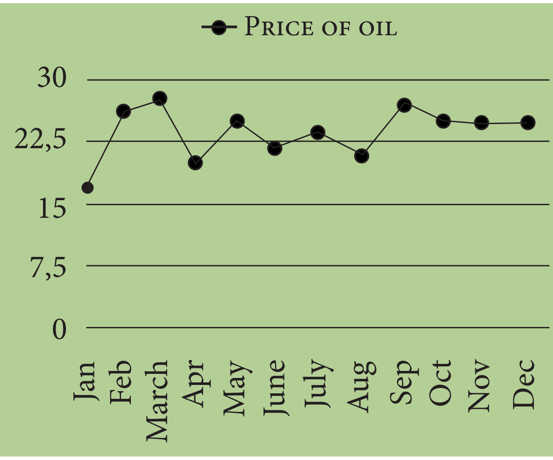
Graph H



c. Business between Colombia and Venezuela **declined** by 50% in the past five years.

Also note that there are verbs that can be used to describe situations when the market goes up and down (**fluctuation**) or when it reaches a point of equilibrium (**stabilization**); see the following graph:

Graph I



d. The price of oil **fluctuated** between March and September, and finally **stabilized** in October.

Notice that most of the verbs used to describe trends are in the ***Past Simple*** since they describe situations that have already happened, i.e. *the market rose, the price fell.*

If you want to describe a situation happening in the present you may use the ***Present Continuous*** i.e. *the price is falling, indicators are improving, unemployment is rising.*

Use of Adjectives and Adverbs

The description of the speed or impact of an economic change may be given emphasis by using adjectives and adverbs. First, since a lot of students get confused recognizing the difference between an adjective and an adverb, here is a brief explanation:

1. Current changes in the market are a **good** opportunity for our company.

"Good" is an **adjective**. It modifies the word "**opportunity**", which is a noun (person, place, animal, or thing.)

2. She manages the opportunities **well**.

"Well" is an **adverb**.

An adverb modifies a verb; it tells us how a verb is performed.

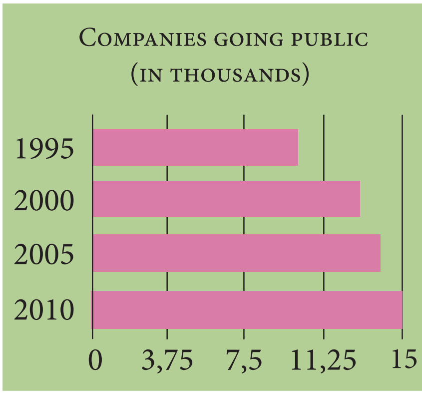
In this case "**well**" modifies the verb "**manage**".

Here are some examples of the use of adjectives and adverbs to describe trends:

a. Steady/Steadily:

Steady means constant.

Graph J



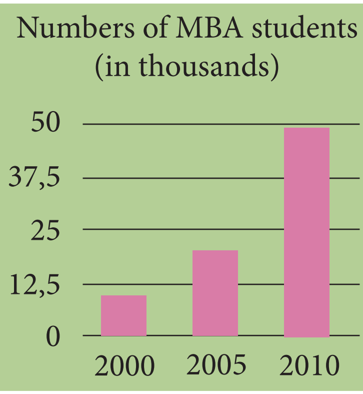
There was a **steady** increase in the number of companies that went public between 1995 and 2010. (adjective)

The number of companies that went public increased **steadily**. (adverb)

b. Dramatic/Dramatically:

The use of the word dramatic is used to imply a very big and significant change.

Graph K



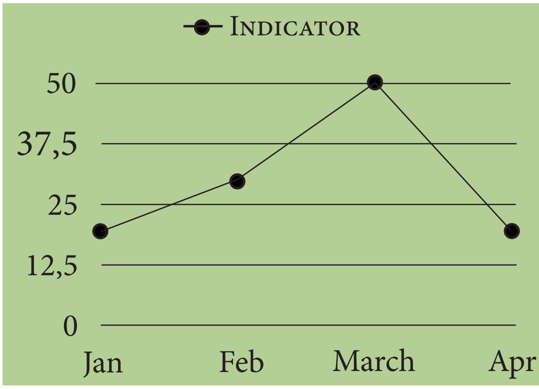
There was a **dramatic** increase in the number of MBA students between 2000 and 2010.

The number of MBA students increased **dramatically**.

c. Sudden/Suddenly:

Occurring quickly and unexpectedly.

Graph L



The **sudden** fall in the price of gas affected the Bolivian exporters.

The price of gas decreased **suddenly** and returned to the January levels.

Other adjectives/adverbs to consider are:

d. Gradual/gradually: Progressing slowly or by steps.

e. Rapid/rapidly: Taking place quickly.

f. Sharp/sharply: A sudden and very intense change.

g. Slow/slowly: Taking a long time.

h. Slight/slightly: A small change.

8.2.2. Idioms/Phrasal Verbs

a. Add up: Sumar el total, acumular.

> *She* **added up** *all her debts and expenses and realized she was broke.*
> (*Ella* **sumó** *el total de todas sus deudas y gastos, y se dio cuenta que estaba quebrada.*)

b. Call off: Cancelar.

> *He* **called off** *the meeting because not enough people confirmed their attendance.*
> (*El* **canceló** *la reunión porque no hubo suficientes personas que confirmaran su asistencia.*)

c. Give up: Rendirse, abandonar.

> *After many failed attempts, he finally* **gave up** *on his idea of entering Harvard.*
> (*Después de muchos intentos fallidos, finalmente* **abandonó** *su idea de entrar a Harvard.*)

d. Go over: Revisar.

> *Let's* **go over** *the details of the project.*
> (**Revisemos** *los detalles del proyecto.*)

e. Lay off: Despedir a alguien de un trabajo.

> *Due to the current economic situation a lot of companies are* **laying off** *a big percentage of their employees.*
> (*Debido a la actual situación económica muchas compañías están* **despidiendo** *un gran porcentaje de sus empleados.*)

f. Run out of: Acabar, utilizar toda la existencia disponible.

He **ran out of** *money after spending it all traveling around the world.*
(*Él* **agotó** *su dinero después de gastarlo todo viajando alrededor del mundo.*)

g. Send in: Enviar, enviar a un destinatario específico. Por ejemplo, una inscripción a un concurso o una propuesta laboral.

I'm going to **send in** *my ideas for the project.*
(*Voy a* **enviar** *mis ideas para el proyecto.*)

h. Turn down: Rechazar.

He **turned down** *the group's proposal for expanding the business to China.*
(*Él* **rechazó** *la propuesta del grupo para expandir el negocio a China.*)

8.2.3. Word Tool Kit

a. Alliance: To join forces for mutual benefit (**alianza**).

The two main publishing companies in the country made a strategic **alliance** *to compete with a multinational that was entering the market.*
(*Las dos principales editoriales del país hicieron una* **alianza** *estratégica para competir contra una multinacional que estaba entrando en el mercado.*)

b. Commodity: Refers to raw materials that can be bought or sold (**bienes de consumo**, **mercancía**).

Colombia exports **commodities** *such as coffee and oil.*
(*Colombia exporta* **bienes de consumo** *como café y petróleo.*)

c. Contractor: A person or company that provides services or materials under a specific contract (**contratista**).

B & S was the **contractor** *hired to oversee production on site.*
(*B & S fue el* **contratista** *encargado de vigilar la producción en el sitio de trabajo.*)

d. Futures: Buying or selling assets at a fixed price but agreeing to deliver or pay them at a later time (**contrato de futuros**).

Some investors decide to buy **futures** *on agricultural crops betting on the solidity of the business.*
(*Algunos inversionistas deciden comprar* **contratos de futuros** *en cosechas apostando a la solidez del negocio.*)

Note: Both "Options" and "Futures" are defined as Financial Derivatives. These are generally contracts between parties that stipulate certain financial obligations. For a very good explanation on "Options" and "Futures" please check the following in INVESTOPEDIA.com[2].

e. Inclusive: Not excluding any person, sector, or party in a particular situation. For example, in the context of the interview, Shell had to negotiate with the local inhabitants, the government, the fishermen, etc. (**incluyente**).

The only way the project will get approved is to have an **inclusive** *negotiation with all interested parties.*
(*La única manera que el proyecto sea aprobado es tener una negociación que* **incluya** *a todas las partes interesadas.*)

f. Merger: When two companies decide to unite their efforts and become one. In general it is the result of the purchase of one company by another (**fusión**).

There was a **merger** *between two of the biggest companies in order to compete for market share.*
(*Hubo una* **fusión** *entre dos de las compañías más grandes para competir por la participación en el mercado.*)

g. Options: A financial term implying a right to buy or sell a product at a particular price on (or before) a certain stipulated time (**opciones financieras**).

Due to the volatility of the market many people invest in **options**.
(*Debido a la volatilidad del mercado muchas personas invierten en* **opciones financieras**.)

h. Non-Compete Agreement: A legal agreement stipulating that one party (generally a former employee) agrees not to compete in the same industry with another (**acuerdo de no competencia**).

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2 Options <http://www.investopedia.com/university/options/option.asp#axzz2E0C7kLFE>, and Futures <http://www.investopedia.com/terms/f/futures.asp#axzz2E0C7kLFE>

After selling his Internet startup to a big multinational Bob signed a five year **Non-Compete Agreement**. *He couldn't create similar companies or share his knowledge for the next five years.*
(*Después de vender su compañía de Internet a una gran multinacional Bob firmó una* **Cláusula de No Competencia** *por cinco años. Él no podía crear compañías similares (o compartir su conocimiento) durante los siguientes cinco años.*)

i. Venture: A project, generally involving risk (**empresa**, **proyecto de negocio**).

Entrepreneurs undertake many business **ventures** *in their lives.*
(*Los empresarios llevan a cabo muchos* **proyectos de negocio** *en su vida.*)

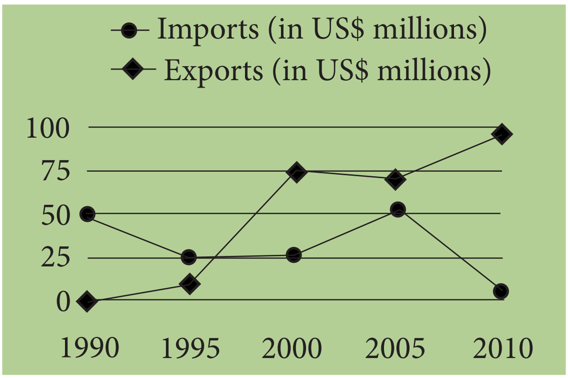
j. Viable: Possible, realistic (**viable**, **posible**, **realista**).

As a result of last year's negative results it is not **viable** *for us to invest in new technology.*
(*Debido a los resultados negativos del año pasado no es* **posible** *para nosotros invertir en tecnología.*)

8.3. Exercises

8.3.1. Referring to Graph M, complete the accompanying sentences with the appropriate trend word from the list below:

Graph M



a. Imports ______________ by 25 million dollars between 1990 and 1995.

b. Exports ______________ to 75 million dollars in the year 2000.

c. After that, exports gradually ______________ to 70 million dollars by 2005.

d. Imports steadily ______________ to 53 million dollars by 2005.

e. Exports ____________ in 2010, reaching their highest level in the country's history.

f. However, imports ____________ to almost zero in that same year.

(*plummeted*, *fell*, *skyrocketed*, *decreased*, *recovered*, *peaked*)

8.3.2. Please determine if the sentences below contain either an adverb or an adjective:

a. During last month the value of the dollar recovered slightly. (adjective/adverb)

b. There was a dramatic improvement in the number of bank transactions this year compared to the previous year. (adjective/adverb)

c. The gradual decrease in the unemployment rate is contributing to the popularity of the government. (adjective/adverb)

d. Sales fell significantly in the last month, worrying the owners of the franchise. (adjective/adverb)

e. Due to the new development there was a sharp increase in production. (adjective/adverb)

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CHAPTER 9
ADVERTISING

"The interesting thing is that as you gradually move up the company's ladder, you are less and less involved with the creative aspects of a campaign and your job becomes more about managing processes, people, and concepts."

Diana Samper, The Marketing Store

Grammar and advertising go hand in hand. We see ads, campaigns, and billboards all over the place with correct and incorrect use of grammar. Sometimes mistakes sell! Nevertheless, if we pay close attention, some of these aren't mistakes at all. They are totally intended and make perfect sense especially for the CEO or the person/people responsible for placing the ad out in the world. In Steve Jobs' biography you can read about the delays that were incurred before the famous Apple campaign "Think different" was released. In terms of grammar, the word 'different' is an adjective and should modify a noun; for example: 'a different computer'. The word 'think' is a verb, which should be modified by an adverb. Hence, the Apple ad should have read: "Think differently". Nevertheless, it was Jobs' intention to publish a grammar 'mistake' on one of the most successful campaigns ever. He wanted to convey a message that you should think in a different way and by pointing us to the fact that you could think the word 'different' (which works grammatically) you can actually be thinking differently. Moreover, he really liked the way the words "Think different" looked and believed they conveyed his message more than "Think differently".[1]

In this chapter we interview **Diana Samper**, a successful advertising director from Bogotá who has lived for more than ten years in Chicago. Diana's interview deals with advertising and the use of language. Many books of business English ignore the aspect of writing altogether, focusing mainly on numbers and business related terms. Writing is one of the most important aspects of doing business, especially nowadays when most of our communication is via e-mail. It is very important to pay attention to this aspect of the English language. In this chapter we will work with connectors and how they shape sentences.

9.1. The Interview: Diana Samper – The Marketing Store

Diana began her career as a graphic design professor at the Jorge Tadeo Lozano University in Bogotá and at the same time she worked for Leo Burnett, one of Colombia's top advertising agencies. After four years she was hired by McCann Erickson Colombia where she had the chance to work in campaigns for multinational brands such as Nestlé. In 2001 she moved to Miami after being hired

1 Isaacson, Walter. *Steve Jobs*. New York, Simon and Schuster, 2011: 329-331.

by The Marketing Store to help that company cater to clients for Latin America. By 2002 she had relocated to the Chicago office. In 2008 she was promoted to Vice President Creative Director. She has managed accounts such as McDonald's and Coca-Cola for the U.S. general market.

Considering the success you had in the advertising business in Colombia, why did you decide to move to the U.S.?

"My husband, who also works in advertising as a copywriter, had an opportunity in the Hispanic/Latino market in the United States some years ago. At that time, I used to work as Senior Art Director in McCann Erickson Bogotá, but we both thought the opportunity was interesting enough to take the chance. Obviously, the first point of destination was Miami and I was able to get a job working with the agency that managed the advertising for McDonald's in Latin America. I had worked on that account in Colombia, at Leo Burnett, so I had experience with it."

So when did you move to Chicago and why?

"The agency I started working for, The Marketing Store, has branches in different U.S. cities.[2] So, initially I began handling the Latino market but then they suggested I turn to the general U.S. market; so that's when we moved to Chicago."

What about your husband's job?

"At the beginning it was difficult for him since there wasn't much need for a Spanish speaking copywriter in the Midwest, but things have gradually changed and today many local agencies require projects in our language for their clients. He has become really good at writing in a very neutral Spanish, one that everyone in Latin America understands."

Neutral? You would think that Colombian Spanish is the most "neutral" Spanish of all?

"Give me a break! Every country is full of colloquialisms and our country is no exception. At the end of the day you have to focus on the Spanish used by Mexicans because they comprise the majority of the market in the United States. That also applied to my work initially, you have to train to communicate in a more generic Spanish."

How does the Colombian market differ from the North American one?

"It's pretty different. You'd be surprised, but in the United States there are many legal issues you must consider before launching a campaign. For example, if you're coming up with an ad, the legal department has to make sure the content hasn't been used before by another company, that it doesn't hurt ethnic or religious sensitivities, as well as complying with other regulations. Hence, you can't really

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2 <http://www.tmsw.com/>

do, and won't see anything, out of the ordinary. Clients are very traditional. You could say we have more creative freedom in Colombia. However, we don't have neither the budget nor the degree of perfectionism that agencies in the States have."

Can you elaborate a bit about the budget and organizational differences between the U.S. and Colombian markets?

"We're talking a completely different ball game. A McDonald's campaign for the U.S. runs in almost 13,500 restaurants. Can you imagine the amount of money needed to cover that? For example, every year we handle a 'Monopoly' game promotion in McDonald's. This takes place in October and lasts for 26 days. 450 million game pieces get printed, plus the packaging with the design. A million people a day enter McDonald's while the promotion takes place. It's unbelievable. There's a great deal of time required in implementing an idea because of the expenses involved. You need time to convince the operators to go with it.

The way people work in the U.S. is completely unrelated with what we're used to back home. Americans are very organized and plan way ahead of time. There is great dedication to the final product. In Colombia we're more concerned with the idea and not so much with the execution. Additionally, time management is messy in Colombia, although maybe just in the advertising business. I would arrive to the agency at around 9:00 am never knowing at what time I would leave. This happened every day, including weekends! In Chicago, if I have to work during a weekend, I can plan it with even a month's time in advance, so I can organize things with my family for example."

Is the Latino market in the U.S. as demanding as its mainstream one?

"Of course, it's exactly the same; although you sometimes have to deal with Latin clients who are not the exact counterparts of American company executives. Let me explain. A lot of the big Latino companies in the U.S. have been built by entrepreneurs who are, generally speaking, empirical. In comparison, most of the American executives are college educated. If you do business with Coca-Cola, you will notice that all the people working in its marketing department have MBAs."

You've been working for The Marketing Store for more than ten years. Can you tell us a bit more about your career development there?

"I was initially hired as Associate Creative Director, which was a bit different from what I had done back home. In Colombia, I had worked as Senior Art Director for Leo Burnett and McCann Erickson. Then, after four years in The Marketing Store, I was promoted to Creative Director and three years later to Creative Vice President, which is my current position. The interesting thing is that as you gradually move up the company's ladder, you are less and less involved with the creative aspects of a campaign and your job becomes more about managing processes, people, and concepts."

Is your work mainly with North Americans or with Latinos?

"Mainly with Americans. There are weeks that go by without me uttering a word of Spanish (other than to my husband). Nevertheless, you are always a minority in this market. It took me a while to admit it, but it's true. There is a degree of convenience in having a person like me work in an 'all American agency'. It is politically correct to have a diverse workforce, sometimes they even have to comply with regulations about hiring minorities. I thought I had blended in 100% but a lot of my colleagues are still amazed that I speak English, they see me as this exotic colleague."

So was the whole ethnic card something new for you?

"Absolutely! Sometimes I'm startled when I see people taking advantage of this situation. Many co-workers know they won't be fired from the company because of their ethnicity and they become complacent or threaten legal action if someone 'gives offense'. Latinos are different in that way. We came to this country to work hard and to learn, and sometimes we clash with others just because of that. We don't play the victim game. So yes, the whole racial-ethnic issue is something I never had to deal with when I was in Colombia."

Yes, but Colombia has its own set of problems…

"I won't deny that. I guess who you know, your family, and where you come from have a very important influence in Colombia. In the States I got to become Vice President because of my hard work and my results. I guess if you're dedicated, you can achieve something here. Notwithstanding, you have to work extremely hard. It's not as easy as people think."

But is the trade-off worth it?

"Of course, it's spectacular. The things I've learned and the possibilities I am exposed to at work are totally unbelievable."

What about your English? Where did you learn it?

"I didn't go to a bilingual school in Bogotá. I learned because my parents sent me to California one summer. When I arrived in Miami I kind of spoke the language. But it was gradually while working here that I got completely immersed in it and made tangible improvements. When I arrived in Chicago ten years ago I didn't speak the English I speak today."

Is there anything that still scares you language wise?

"Presentations to the client; they're overwhelming and scary. Although, I think I'm nailing them down now. They used to freeze me to death. People gave me peculiar looks while I was in the middle of my pitch. Nowadays I'm much more in control. It's practice and it's also understanding that when people see me deliver a presentation they are actually curious to figure out where I'm from, so it plays to my advantage because they're really focused on me. Of course, my fear used to be that they wouldn't understand what I was trying to pitch."

So how did you improve your English and your presentation skills?

"With practice and repetition. My daily routine is in English, so that made me immerse myself in the language. I sometimes make mistakes, but I laugh about them and move on. My pronunciation is not perfect and I know that. I also took some classes with a language coach here in Chicago. The most important thing is to be constantly exposed to the language."

How do you like Chicago by the way?

"It's a great city. We live in downtown Chicago, which is great. Culturally, this is the Midwest and Americans tend to stick with each other. Therefore, most of our close friends are from Latin America."

If you returned to Colombia, what would you see yourself doing?

"I believe that Colombians would benefit a lot from incorporating many of the good practices that are used here. Schedule wise for example, in the States you work harder and accomplish more in less hours. Sometimes in Bogotá, as I told you before, we would take two hour lunches, digress for hours in meetings, and achieve less while spending longer hours at the office. That's inefficient and does not contribute to a good work-life balance. I would love to work in an agency and incorporate the time management practices I learned and affect outcomes and processes positively. Colombians are very creative; the problem is there is somehow a lack of discipline. Also, I would import the level of perfection that Americans require of the final product. In Colombia, we tend to be a bit more relaxed about that and sometimes amazing ideas end up looking unappealing. I do miss creating and speaking in Spanish and the spontaneity we have back home. I guess one needs to find a balance. Americans are just about work and there's an absence of office camaraderie. Maybe a 'hello' and that's it. In Colombia people are more lighthearted, especially in an ad agency."

"The client trusts us to deliver an honest and original campaign. Isn't it hilarious?"

9.2. Nuts & Bolts of English

9.2.1. Grammar: Connectors

Connectors are a very important element in both written and spoken English. Knowing and using words that contrast, emphasize an idea, or change the course of a sentence is incredibly useful and adds a different dimension to your command of the language. There are many connectors in the English language and different ways of categorizing them. Depending on the idea, the sentence will ask for a connector. We will focus on only a few for the time being:

a. Connectors between ideas that are equal; i.e. both conditions exist (*and*, *in addition*, *along with*, *as well as*):

The accountant reviewed the sales figures **and** *the expense report.*
The accountant reviewed the sales figures **in addition** *to the expense report.*
The accountant reviewed the sales figures **along with** *the expense report.*
The accountant reviewed the sales figures **as well as** *the expense report.*

The following are connectors between ideas that are equal but require a bit more structuring in the sentence construction (***furthermore***, ***moreover***):

The accountant reviewed the sales figures. **Furthermore**, *he reviewed the expense report.*

The accountant reviewed the sales figures. **Moreover**, *he reviewed the expense report.*

b. Connectors between ideas that are opposite, i.e. one condition cancels the other (***but***, ***although***, ***nevertheless***, ***however***):

The accountant reviewed the sales figures **but** *not the expense report.*

Although *he reviewed the sales figures, he did not review the expense report.*

The accountant reviewed the sales figures **although** *he did not review the expense report.*

The accountant reviewed the sales figures **nevertheless** *he did not review the expense report.*

The accountant reviewed the sales figures **however** *he did not review the expense report.*

The last two are generally used with punctuation (they can also be put into separate sentences):

The accountant reviewed the sales figures; **nevertheless**, *he did not review the expense report.*

The accountant reviewed the sales figures; **however**, *he did not review the expense report.*

c. Punctuation marks are also considered connectors. (***We are not going to go into full detail about all the punctuation marks. However, we will mention three***:)

The period (.): It provides the strongest break between two sentences. It generally signals the end of an idea.

The semicolon (;): It provides a strong break between ideas, but not as strong as the period.

The comma (,): It provides the weakest break between ideas.

Examples:

The market reacted severely to the news. (End of the idea.)

The market reacted severely to the news; (1) *however*, (2) *there were signs of a possible solution*.

(1) Use of the semicolon as a strong break to introduce the contrast.
(2) Use of the comma to introduce the contrasting idea.

In general connectors (or conjunctions) are used when one part of the sentence depends on the other for its full meaning.

9.2.2. Idioms

In her interview **Diana** uses many idioms such as "*Give me a break*", which refers to something that is actually difficult to believe; "*A completely different ball game*", which refers to a different situation; and "*Go with it*" which means to accept, to go with the flow. Here's a list of idioms that includes the previous along with a number of others related to the advertising business in general:

a. A different ball game: There are a lot of idioms in English that come from sports. This one refers to something that is completely different from the thing you're talking about.

In the context of the interview with **Diana** we had this exchange:

"Can you elaborate a bit about the budget and organizational differences between the U.S. and the Colombian market?" "We're talking a completely **different ball game**. *A McDonald's campaign for the U.S. runs in almost 13,500 restaurants…".*
(*¿Podrías analizar un poco las diferencias de organización y presupuesto entre los mercados de Estados Unidos y Colombia? Estamos hablando de una* **situación completamente diferente**. *Una campaña de McDonald's en los EEUU tiene presencia en cerca de 13,500 restaurantes…*)

b. A hard sell: A sales pitch that is very direct and perhaps even aggressive. It can also be a person or organization that resists pressure from salespeople; a difficult sales prospect. (Una venta agresiva o un cliente duro de convencer.)

We are promoting that product everywhere, it's ***a* hard sell**.
(*Estamos promocionando este producto en todas partes, es una* **campaña agresiva**.)

c. Bang for the buck: Value for money. (Hace referencia a algún servicio o producto cuyo beneficio es mayor al precio que se pago por él. Es una ganga.)

> *That campaign was more* **bang for the buck** than the previous one
> (*Esa campaña fue una* **ganga** en comparación con la anterior.)

d. Give me a break: Refers to something that is hard to believe, or when you ask someone to relax for a moment about an issue. (Se refiere a algo que es difícil de creer: !Póngase serio!) In the interview, for example, we had the following exchange:

> *"You would think that Colombian Spanish is the most "neutral" Spanish of all?" "***Give me a break***! Every country is full of colloquialisms and our country is no exception."*
> (*¿Ud. piensa que el español de Colombia es el más 'neutral' de todos?* **!Póngase serio!** *Cada país está lleno de coloquialismos y el nuestro no es la excepción.*)

e. Go with it: To 'go with the flow', to accept. (Fluir).

> *There were so many changes in the company that we had to* **go with** *the situation in order to adapt.*
> (*Hubo tantos cambios en la compañía que tuvimos que* **aceptar** *la situación para poder adaptarnos.*)

f. Knock down: To lower the price of a product. (Bajar el precio de un producto.)

> *They had to* **knock down** *the price because the product wasn't selling as expected.*
> (*Tuvieron que* **bajar** *el precio porque el producto no se estaba vendiendo como esperaban.*)

g. Lay (something) on the table: To present an issue for discussion (especially in a meeting.) (Traer algo a colación en una conversación.)

> *She* **laid on the table** *the fact that she was resigning after the summer.*
> (*Ella* **trajo a colación** *el hecho de que iba a renunciar después del verano.*)

h. Make a cold call: To call someone you don't know (generally from the phone book) to sell a product or service. (Hacer una llamada ofreciendo un producto o servicio a clientes potenciales sin conocerlos, generalmente tomados de bases de datos o directorios telefónicos).

> *He's an expert in making* **cold calls** *because he's got a lot of self-esteem and doesn't mind people hanging up on him.*
> (*Es un experto en hacer* **llamadas en frío** *porque tiene buena auto estima y no le importa que la gente le cuelgue el teléfono.*)

i. Sells like hotcakes: A product that sells very quickly. (Lit.: venderse como pan caliente. Un producto que se vende muy bien.)

> *The new Madonna album is* **selling like hotcakes**.
> (*El nuevo álbum de Madonna se está* **vendiendo como pan caliente**.)

j. Run an ad: To place an ad. (Transmitir o publicar una publicidad.)

> *We* **ran an ad** *for McDonald's for three months.*
> (**Pautamos** *para McDonald's por tres meses.*)

k. Word of mouth: To orally recommend one thing/product to another person. (Voz a voz.)

> *The web site was successful thanks to the* **word of mouth** *given by the fans rather than the campaign we spent so much money on.*
> (*El sitio web fue todo un éxito gracias al* **voz a voz** *de los fans, más que por la campaña en la que tanto invertimos.*)

9.2.3. Word Tool Kit

a. Advertisement (n): Publicidad.

> *The company developed this wonderful* **advertisement** *for its new product.*
> (*La compañía desarrolló esta maravillosa* **publicidad** *para su nuevo producto*.)

b. Billboards (n): Vallas publicitarias.

> *They placed their ad on* **billboards** *all over the highway.*
> (*Ubicaron su publicidad en* **vallas** *a través de toda la autopista*.)

c. Encourage (v): Motivar (al cliente).

> *Some cereals include a prize inside the box to* **encourage** *consumers to buy the product.*
> (*Algunos cereales incluyen un premio dentro de la caja para* **motivar** *al consumidor a adquirir el producto*.)

d. Entice (v): Atraer (al cliente).

> *The new campaign was designed to* **entice** *the client.*
> (*La nueva campaña fue diseñada para* **atraer** *al cliente*.)

e. Exposure (n): Exposición.

We should try to get more **exposure** *for our line of luxury soaps by placing them on television shows.*
(*Deberíamos intentar una mayor* **exposición** *para nuestra línea de jabones de lujo pautando en programas de televisión.*)

f. Headline (n): Encabezado (en un anuncio).

The **headline** *for the copy was catchy.*
(El ***encabezado*** del texto era llamativo.)

g. Layout (n): Disposición, organización. Especialmente la disposición de elementos en un anuncio.

The **layout** *for the pictures and the copy in the print ad was amazing and wonderfully balanced.*
(*La* **disposición** *de las fotos y los textos en el anuncio fue increíble, y maravillosamente balanceada.*)

h. Promote (v): Promover.

We need to **promote** *the shampoo in the new developing market.*
(*Necesitamos* **promover** *el champú para el nuevo segmento de mercado.*)

i. Sponsor (v): Patrocinar. **Sponsor** (**n**)**:** Patrocinador.

Coca-Cola **sponsored** *the awards ceremony.*
(*Coca-Cola* **patrocinó** *la ceremonia de premiación.*)

Aguila is one of the main **sponsors** *of the Colombian football team.*
(*Águila es el principal* **patrocinador** *de la Selección colombiana de fútbol.*)

j. Survey (v): Encuestar. **Survey** (**n**)**:** Encuesta.

They **surveyed** *the main target groups before making changes to the product.*
(*Ellos* **encuestaron** *a los principales grupos objetivos antes de hacer cambios en el producto.*)

The latest health **survey** *has found a decrease in the number of people dying from lung cancer.*
(*La última* **encuesta** *sobre salud mostró un descenso en el número de casos de cáncer pulmonar.*)

9.3. Exercises

9.3.1. Please complete with the appropriate connector – in some sentences more than one alternative is possible:

furthermore, but, although, however, nevertheless, and, or *so*

a. *The pharmaceutical company was sad to report negative results,* _______________ *great products are in the pipeline.*

b. *The NYSE closed with an optimistic figure.* _______________ *recent trading showed a more pessimistic outlook among investors.*

c. *The client was very happy about the service* _______________ *she wrote to the hotel manager to congratulate her on it.*

d. _______________ *sales were high, the manager remains worried about the team's overall performance.*

e. *Price per share increased 15%.* _______________ *some analysts think this will not last for long.*

9.3.2. Punctuation

All the capital letters, periods, and commas have been removed from the text below. Use a pen to write in the missing punctuation/capital letters where they belong. The answer bank at the end of the text shows how many capital letters, periods, and commas have been removed from the text:

there are weeks that go by without me uttering a word of spanish (other than to my husband) nevertheless you are always a minority in this market it took me a while to admit it but it's true there is a degree of convenience to having a person like me working in an 'all american agency' it is politically correct to have a diverse workforce sometimes they even have to comply with regulations about hiring minorities i thought i was "normal" but a lot of my colleagues are still amazed that i speak english they see me as this exotic being sometimes i'm startled when i see people taking advantage of this situation many co-workers know they won't be fired from the company because of their ethnicity and they become complacent or threaten legal action if someone "gives offense" latinos are different in that way we came to this country to work hard and to learn and sometimes we clash with others just because of that we don't play the victim game so yes the whole racial-ethnic issue is something i never had to deal with when i was in colombia

22 (ABC)	6 (,)	12 (.)

9.3.3. Advertising Idioms

Below you'll find 12 clues, each describing a phrase related to advertising. Write the appropriate phrase in the space provided next to each clue. To help, a list of the phrases is included at the bottom of the exercise:

1. ____________________ An aggressive and direct sales pitch.
2. ____________________ Place an ad in the media.
3. ____________________ Value for money.
4. ____________________ Recommend something orally.
5. ____________________ An entirely different situation.
6. ____________________ Promote a product.
7. ____________________ What you are saying is difficult to believe/accept.
8. ____________________ To call an unknown person to offer a product or service.
9. ____________________ Lower the price.
10. ____________________ Present an issue for discussion.
11. ____________________ Accept something and move on.
12. ____________________ A product or service that sells very quickly.

A HARD SELL	MAKE A COLD CALL	LAY IT ON THE TABLE	GIVE ME A BREAK
BANG FOR THE BUCK	PLUG A PRODUCT	KNOCK THE PRICE	SELLS LIKE HOTCAKES
A DIFFERENT BALL GAME	WORD OF MOUTH	DOWN	GO WITH IT
		RUN AN AD	

9.3.4. Correct Order

The order of the words in the following sentences has been scrambled. On the blank lines provided, rewrite the words of each sentence in the correct order.

1. the purchase of three new subsidiaries as well as four local branches consolidated the group ____

____

2. of the Middle East the price of oil and the political situation will determine the future ____

____

3. in the American economy the value of the dollar is decreasing however people still believe ____

____

4. to leave the company although the last quarter results were good the manager was still asked ____

____

5. to expand to the Caribbean the company has invested in different countries in Latin America furthermore it wants ____

____

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CHAPTER 10
PROCESSES

"We take care of every part of the process to guarantee the absolute safety of the product."

Hugo Gutiérrez, General Mills

A process is a series of steps or actions defined and taken to obtain a specified goal. When producing something the activities or tasks involved in that process require paying special attention to quality, in order to guarantee the final product is perfect for consumption. This is even more so the case if the product is produced for a wide mass. Industrial processes involve an exceptionally large series of steps where anything can go wrong. If there is a faulty product, companies have to be ready to trace and identify the step in the production chain where the problem occurred and provide immediate solutions.

An executive's career can also be defined as a process. Sometimes events are planned and gradually an executive advances in a particular field. Other times, however, it is difficult to know the areas where a person can excel. The interviewee for this chapter is **Hugo Gutiérrez** from Cali. Throughout his career windows of opportunity have opened and he has become extremely knowledgeable and adept in the area of quality control, especially in relation to food products.

This chapter takes a look at the language required to describe processes. A sequence of events not only needs specific words to describe the steps involved but also verbal forms that permit identifying the actions that take place. The passive voice is generally used. After completing this chapter we will be able to identify the difference between the active and the passive voice, use the passive voice in describing the steps of a process, and illustrate the order of a process using specific vocabulary.

10.1. The Interview: Hugo Gutiérrez – General Mills

Hugo was born in Cali. He got his high school diploma at the Lycée Français and then obtained a degree in industrial engineering from the Javeriana University, both in his home city. After working for some years, he got an MBA from the ICESI, another Cali based institution. He has worked for Warner-Lambert, Pfizer, and General Mills, managing quality control. He lives with his family in Minneapolis.

Tell us about your early work experience and how it prepared you for what you are doing today…

"As soon as I graduated from college I was hired by Warner-Lambert, a pharmaceutical company that had its Colombian headquarters in Cali. Don't ask me why but I was immediately tied up to work in the quality area for a brand of toothbrushes called PRO. I had to wear different hats in the quality area: first as a facilitator, then as a supervisor, and finally as the manager of one the production plants."

So you gained experience working in multinational companies early on in your career?

"Indeed, and it continued ever since."

Warner-Lambert was acquired by Pfizer in the year 2000. What did that mean for you?

"Well, my responsibilities became more 'international' so to speak. I started having responsibilities in plants in both Mexico and Brazil, and that meant I had to constantly travel to the leading projects in those countries to improve platform practices, create groups to standardize the product, achieve savings, and improve the overall quality of the product. At that moment I was responsible for 'Halls', the mint candy. Language started to become an important factor in my job because Pfizer had a plant in Manchester, England, a place I had to constantly travel to as well."

Did you speak English then?

"Actually my second language was French since I studied at the Lycée Français in Cali. However, my family always looked north (meaning the United States) and most of my relatives had the chance to study in American universities. The interesting thing is that at the time my grandfather sent his kids abroad they were able to access scholarships in the States, so it wasn't as expensive as it is today. I went to Arizona to study English, but I was only there for a year. As a consequence, my English was enough to get by but not that great."

Why did you return? You didn't like living abroad?

"Actually I had lived abroad before so that was not a problem. I worked as a counselor in a camp near Montreal, Canada, for three summers before I graduated from high school. It was a great opportunity because I spoke French and Spanish, but I still needed to speak some English. The real reason I returned to Cali was because I wanted to develop some entrepreneurial ideas I had at the time."

So what did you do to improve your language at work?

"The job and its demands constantly put me in contact with the language so my English improved. I guess I have been very fortunate in that sense."

Did you have to work in English while living in Cali?

"No, not really. Let me explain in detail. After a while in my job I was categorized as a 'high potential' executive and the company paid for me to do an MBA at the ICESI in Cali. Most of my readings were in English. As soon as I finished it I continued studying in a 'top management extension program' and the majority of the conferences were in English as well. Then, Pfizer asked me if I wanted to help them with a granola bar project in Canada. Initially I was supposed to stay only a month but I ended up staying for more than a year, and for half of that time I was in Toronto where only English is spoken. In retrospect, I wish I had had the time to take a formal English course in an institute or something like that, but my language developed thanks to that frequent exposure at work."

What happened after the year in Canada?

"I was offered a job at Pfizer's headquarters in New York. I lived there (actually in New Jersey) for three years. I worked in the Adams (Chiclets) division where eventually I became the Global Quality Manager for that division. I was in charge of the quality standards all over the world, especially food safety, and let me tell you those standards change in every country, so I had to create and implement different food safety systems.

Pfizer sold Adams to Cadbury Schweppes, a British company, and I was offered a job in Birmingham, England, but I had a new born child and did not want to relocate. I was able to work remotely from New Jersey for two years."

Did you continue with Cadbury?

"The thing with mergers is that eventually the possibilities of climbing up the corporate ladder become smaller and smaller and precisely at that moment General Mills was looking for someone who had experience (and the cultural background) to work in Latin America but who also had experience in dealing with U.S. executives and personnel. I was offered a job to manage quality for the Yoplait product range in both Latin America and South Africa, but based in Miami. General Mills is great at people development so after a while I was advised to move to the company's headquarters in Minneapolis in order to really understand the internal tweaks of the company."

Did your responsibilities change?

"I've been here for the past two years managing the company's international area in all that concerns quality and regulations. General Mills is a very mature company in the U.S. but very young abroad, so all the growth opportunities are in foreign markets. I've had to travel all over the world: China, the realms of Asia, and the Middle East among others."

Can you elaborate on your responsibilities?

"General Mills is the sixth food company in the world in terms of size. We manufacture products such as Green Giant, Old El Paso, Nature Valley, and cereals such as Cheerios and Lucky Charms. Outside the U.S. some of those products are known under the Nestlé brand name because of an alliance made with them some years ago. It is my area's responsibility that each product is manufactured with the premium quality the consumer is willing to pay. This means the quality process starts at the product's design. In the food industry a badly managed ingredient can hurt a person. Each product has to comply with the regulations required by each country. Let me give you an example. There's a product in China called 'Dumplings'; this product contains meat. Meat naturally contains bacteria, which can be seriously harmful if not managed properly. So we take care of every part of the process to guarantee the absolute safety of the product."

Every part of the process?

"Yes. As I was telling you, quality starts at the product's design. But we have to be very careful with our suppliers and their quality standards as well. In the case of the Dumplings product, we have to make sure our suppliers have all the thermic processes required to guarantee the safety of the meat they deliver us. In general, we have our own plants to guarantee control of most of the steps in the supply chain. Quality policies also include how a product is packed, cleaned, produced, displayed, and sold. It encompasses everything."

How do you deal with regulatory compliance in so many countries?

"Every country has its own set of regulations. For example, every product has ingredients that may cause allergies. Some countries require we mention some of those ingredients, called allergens, on the package. Other countries require we manufacture the product with different ingredients, and the reason for this is that people are more prone to allergies with them in those countries. We have to pay attention to every detail."

What if something goes wrong? How can you identify where in the chain it happened?

"'Traceability' is the action of identifying a step in the supply chain where something went wrong. So, if there's a failure in the chain, we have to quickly identify what happened and where. Everything is taken into consideration: What were the policies used in the handling of a product? What were the conditions? What products were used? Since we have to be able to identify every step in the chain everything has an identifiable code that tells us the batch and documents every movement of the product back to every supplier. We're constantly trying to improve our traceability speed, which has to be between four and 24 hours, depending on the product and the amount of steps in the supply chain."

You have had a great career so far, what advice would you give a person trying to advance professionally?

"To be patient and not try to jump steps in the process. In my case, I've been able to move ahead thanks to the cumulative training and experiences I've had in the different companies I've worked for. The degrees and courses help, but the real training and development is in the companies. I believe you have to take advantage of the opportunities the companies give; but you also have to be responsible for your personal development process, which means to look for those opportunities on your own. For example, in Pfizer I had to work in internal audit for a while and that taught me how to be very rigorous with procedures and corrective actions. The experiences add up. In the past 15 years I have been able to work in diverse industries, successfully manage complex quality processes, and deal with a wide set of suppliers and responsibilities across many cultures. It has been a great schooling."

And on top of that you speak three languages!

"As I told you before, when I started working my English wasn't excellent, but it was good enough. So I was able to visit suppliers and take extension courses that other people with more years of work and experience in the company couldn't (because they didn't speak the language) and that propelled my career forward. Yes, knowledge of English has definitely helped open doors."

"Thanks for bringing that box. First, take your things; then put them in the box; and finally, go to HR for your severance payment."

10.2. Nuts & Bolts of English

10.2.1. Grammar: The Passive Voice

A sentence is said to be in the passive voice when the subject of the verb is the recipient, not the performer, of the action.

For example:

The house was painted.
(*La casa fue pintada.*)

In this case "the house" is not doing anything, it was just painted. We can infer if someone did the action.

The house was painted (by James.)
(*La casa fue pintada [por James].*)

a. Active versus Passive voice

Contrast the above example with the active voice where the subject of the sentence is clearly the one that performs the action.

For example:

James paints the house.
(*James pinta la casa.*)

The Irish conglomerate purchased the bank.
(*El conglomerado irlandés compró el banco.*)

Who purchased the bank? The Irish conglomerate.

They performed the action of purchasing the bank. How would this sentence change in order to be in the passive voice?

The bank was purchased (*by the Irish conglomerate.*)
(*El banco fue comprado [por el conglomerado irlandés].*)

b. Structure of the Passive Voice

Subject + verb to be + verb in past participle

The Passive Voice is always formed by the verb to be (in any tense) and the main verb of the sentence in the past participle.

For example:

The account was closed. (Past simple, passive voice)
(*La cuenta fue cerrada.*)

Car factory employees are being laid off. (Present continuous, passive voice)
(*Los empleados de la fábrica de carros están siendo despedidos.*)

Inflation has been put under control. (Present perfect, passive voice)
(*La inflación ha sido puesta bajo control.*)

10.2.2. Phrasal Verbs

a. Call on: Llamar a alguien para suplir una función específica.

The factory had to **call on** *the quality control specialist to help them trace the problem in the supply chain.*
(*La fábrica tuvo que* **llamar** *al especialista en control de calidad para que le ayudara a localizar el problema en la cadena de suministro.*)

b. Carry out: Llevar a cabo, completar, realizar.

They had to **carry out** *many trials before finally optimizing the production time.*
(*Debieron* **llevar a cabo** *varios intentos antes de optimizar el tiempo de producción.*)

c. Break down: Romper, dividir, organizar en partes.

Once you identify the correct supplier, you must **break down** *the process into four steps.*
(*Una vez Ud. identifica el proveedor correcto debe* **dividir** *el proceso en cuatro partes.*)

d. Bring about: Ser el responsable, causar.

If you are to succeed in life, you have to **bring about** *your own opportunities.*
(*Si Ud. quiere tener éxito en la vida debe* **crear** *sus propias oportunidades.*)

e. Come up with: Proveer, aportar (una solución, una persona, etc.)

Paul has to **come up with** *a solution to the problem his area is having.*

(*Paul tiene que* **aportar** *una solución al problema que está teniendo su área.*)

f. Do without: Poder estar sin algo o alguien, prescindir.

I'm afraid the product has to **do without** *the fancy packaging as it increases the price too much.*
(*Me temo que el producto va a tener que* **prescindir** *del empaque suntuoso, ya que aumenta demasiado el precio.*)

g. Ramp up: Incrementar, incrementar el esfuerzo en un proceso.

Due to all the holiday orders we're going to have to **ramp up** *production.*
(*Con todos los pedidos de la temporada vamos a tener que* **aumentar** *la producción.*)

h. Make up for: Reemplazar, suplir.

Sarah had to **make up for** *the hours she was away from the office on personal errands.*
(*Sara tuvo que* **reemplazar** *las horas en las que estuvo fuera de la oficina ocupada en asuntos personales.*)

i. Tie up (v): Concluir, cerrar el trato.

Diageo is hoping to **tie up** *the takeover deal with Bavaria later this month.*
(*Diageo espera* **cerrar** *el acuerdo de compra con Bavaria a más tardar este mes.*)

10.2.3. Word Tool Kit

a. Assembly line: Línea de montaje.

Nowadays computers and machines are replacing people on **assembly lines**.
(*Hoy en día los computadores y las máquinas están reemplazando a las personas en las* **líneas de montaje**.)

b. Batch (n): Lote, grupo. **Batch (v):** Agrupar, separar en grupos.

Unfortunately there was a faulty product and we had to recall the whole **batch**.
(*Lamentablemente había un producto defectuoso y tuvimos que retirar todo el* **lote**.)

We spent the day **batching** *all the ripe strawberries together.*
(*Pasamos el día juntos* **separando** *las fresas maduras.*)

c. Feasibility: Factibilidad.

The **feasibility** *that our competition opens another plant is almost zero.*
(*La* **factibilidad** *de que nuestra competencia abra otra planta es casi cero.*)

d. Flawed (a): Defectuoso, producto con fallas. **Flaw (n):** Defecto, falla.

The design in the computer's external appearance was **flawed***; it was very uncomfortable to work with.*
(*El diseño de la apariencia externa del computador presentó* **fallas***; fue bastante incómodo trabajar con él.*)

The government closed the new office block due to a **flaw** *in its construction.*
(*El gobierno clausuró el nuevo bloque de oficinas debido a una* **falla** *en su construcción.*)

e. Label (n): Etiqueta. **Label (v):** Etiquetar.

We need to include all the possible allergy causing ingredients on the **label**.
(*Necesitamos incluir en la* **etiqueta** *todos los ingredientes que causen posibles alergias.*)

The teacher advised her students to **label** *all their belongings.*
(*El profesor aconsejó a sus estudiantes* **etiquetar** *todas sus pertenencias.*)

f. Overheads: Gastos, costos generales.

The manager closed the second production plant due to increasing **overheads**.
(*El gerente cerró la segunda planta de producción debido a los crecientes* **costos generales**.)

g. Quality criteria: Criterio de calidad.

Our products follow rigorous **quality criteria**.
(*Nuestros productos siguen rigurosos* **criterios de calidad**.)

h. Raw material: Materia prima.

The production manager had to buy the **raw materials** *in a different country due to the trade embargo.*
(*El gerente de producción debió comprar la* **materia prima** *en otro país debido al embargo comercial.*)

i. Storage: Almacenamiento.

The new plant was built with enough **storage** *capabilities to house our upcoming products.*
(*La nueva planta fue diseñada con suficiente capacidad de* **almacenamiento** *para nuestros futuros productos.*)

j. Supply chain: Cadena de suministro.

Traceability implies identifying every step in the **supply chain***.*
(*La rastreabilidad implica identificar cada paso en la* **cadena de suministro***.*)

10.3. Exercises

10.3.1. Please determine if the following sentences are in the Active or Passive voice:

1. The Colombian group acquired a 55% stake in the Mexican bank. (active/passive)
2. Interest rates are being raised by the government. (active/passive)
3. Many customers have been mistreated by the airline. (active/passive)
4. The airline has apologized to the passengers (active/passive).
5. The Colombian peso has been affected by the measures. (active/passive)

10.3.2. Passive and Active Voice

Write the following sentences in the Passive Voice:

1. The government signed the Free Trade Agreement.

____

2. The students are demanding greater participation in the university's decisions.

____

3. Many stores in Bogotá are offering great discounts for Father's Day.

____

Write the following sentences in the Active Voice:

1. Economic groups are hit by the measures.

___

2. New taxes are being implemented by the government.

___

3. The debt was finally paid by John.

___

10.3.3. Describing processes

When dealing with quality control and industrial production we are constantly using special language that helps us transmit the information more clearly. There are many ways of describing a process; for example, you can use a list of numbered instructions: First, print the form; second, fill in the form; third, send the form. Another is to convey the process in a narrative form. Please read the following paragraph:

First, the product is placed on the conveyor belt. The product is then passed through a series of temperature changes. Following this step, it is taken to a painting room where it receives a special color coating. Subsequently, it is painted again with a different layer. After that, the product is left to dry for one day. Next, the finished product is wrapped in plastic, and, finally, it is stamped and sent to the distributors.

Please read the passage again and notice the language used to describe the sequence of events:

First, <u>the product is placed</u> on the conveyor belt. The product <u>is then passed</u> through a series of temperature changes. Following this step, <u>it is taken to a painting room</u> where it receives a special color coating. Subsequently, <u>it is painted again</u> with a different layer. After that, the product <u>is left</u> to dry for one day. Next, the finished product <u>is wrapped in</u> plastic, and, <u>finally</u>, it is stamped and sent to the distributors.

Moreover, please pay attention to the fact that the passive voice (underlined) is widely used throughout this passage. This is basically because we are more concerned about the process than about the people who are doing the action. In general, processes are written in the passive voice.

***10.3.4. Using the sequential words listed below, complete the following paragraph*:**

_______________ the documents are drafted. _______________, they are reviewed by the committee. _______________, they are corrected by the junior staff. _______________, the documents are sent for final approval by the CEO. _______________, they are sent via e-mail to the lawyers.
(*then, subsequently, finally, first, after that*)

10.3.5. Write a paragraph of your own describing a process. Remember to use the sequential words and make sure you use the passive voice:

____
____
____
____
____

10.3.6. The following sentences are muddled up. Please write them in order taking into account the phrasal verbs:

1. the company the manager hired an expert to bring about the change needed ____

2. has to break down the process to determine the problem the consultant ____

3. that step in the process I guess we can do without ____

4. to make up for the extra time he spent on vacation the employee has ____

5. comes up with a solution to our quality control issues Jack always ____

6. by 100 we ramped up production ____

7. out the project we need all the extra help to be able to carry ____

8. new batch that arrived yesterday it spent too much time in the warehouse please look over the ____

____

10.3.7. Logistics Phrasal Verbs

Select the appropriate phrasal verb for each of the nine explanations below:

____ 1. Complete something successfully
A. Call on B. Carry out C. Make up for D. Look over

____ 2. Separate/disassemble
A. Carry out B. Break down C. Make up for D. Come up with

____ 3. Eliminate, manage despite the absence of
A. Carry out B. Bring about C. Do without D. Break down

____ 4. Replace
A. Look over B. Make up for C. Ramp up D. Do without

____ 5. Draw on something
A. Look over B. Make up for C. Call on D. Bring about

____ 6. Increase
A. Look over B. Do without C. Break down D. Ramp up

____ 7. Develop, suggest, create
A. Bring about B. Come up with C. Call on D. Do without

____ 8. Make something happen
A. Bring about B. Come up with C. Break down D. Call on

____ 9. Pay attention, be careful
A. Come up with B. Break down C. Look over D. Carry out

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Some Useful Websites for Self-Study:

<http://www.britishcouncil.org/professionals-business.htm>

<http://www.changingminds.org/>

<http://creatingminds.org/>

<http://www.entrepreneur.com/>

<http://www.mindtools.com/>

SOLUTIONS

Chapter 1

1.3.1.

a. *I* **started** *working in the marketing department for the Latin American region.*
b. *I* **began** *collaborating in the corporate development area.*
c. *That* **was** *more of a local job and I had to deal constantly in English.*
d. *After a while my responsibilities* **shifted** *to the U.S. Hispanic market.*
e. That **was** *my job for five years.*

1.3.2.

I **began** working in the marketing department for the Latin American region. After that, I **moved** to corporate sales for four years. Then I **was** invited to work in the corporate development area, where I **focused** mainly on strategy design. That **was** a more U.S. market oriented job and I **had** to deal constantly in English. After a while, my responsibilities **shifted** to the U.S. Hispanic market (these are the channels transmitted in Spanish in the United States). That **was** my job for five years. Right now I'm in charge of worldwide programming.'

1.3.3.

a. Began: Inicié.
b. Moved: Me moví, me cambie (de area).
c. Was invited: fui (invitado)
d. Focused: Me enfoqué.
e. Had: Tuve.
f. Shifted: Se movieron, cambiaron.
g. Was: Fue.

1.3.4.

Because he is telling a story with actions that happened in the past and have already finished, they're not continuing today.

1.3.5.

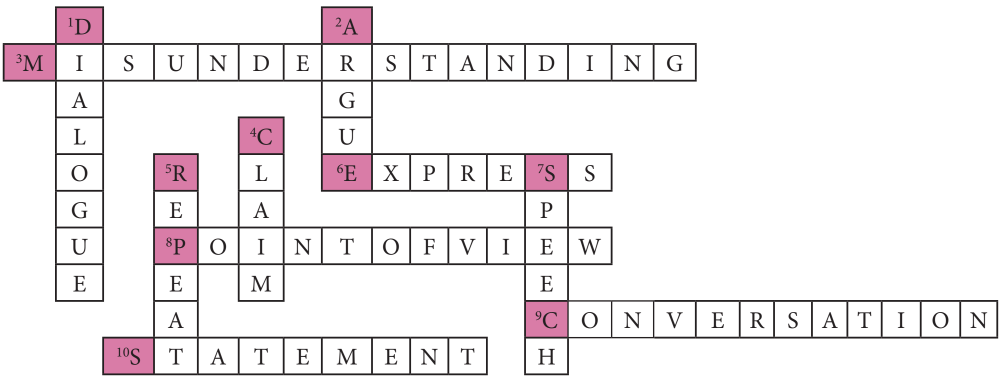
a. The banker traveled in business class last week.

b. Sandra wrote an important e-mail to the company's subsidiary in Poland.
c. The stakes in that oil venture were very important.
d. Last year unemployment rose by 7%.
e. Peter and his wife met as undergraduates at the university.
f. A group of investors entered a bid for the new channel.
g. The British Hedge Fund studied the investment possibilities in the country.
h. I worked in a very high intensity business atmosphere.
i. They decided she would work as a stockbroker on Wall St.

1.3.6.

a. "**Let me put you in the picture**", the CEO said to Jack when he arrived late to his meeting because his flight was delayed.
b. The manager wanted his assistant to **keep him posted** with everything that happened in the office while he went on vacation.
c. "We only have 15 minutes for this meeting. I wish John would **get straight to the point** and give us the news about the product. Instead he is **beating about the bush** and talking a lot of things that make no sense".
d. "How did you hear about this new restaurant?' 'It was **word of mouth**; someone told Jack about it and then he told me."
e. What I read in the newspaper was a complete exaggeration. The whole story was **blown out of proportion**.

1.3.7.



Chapter 2

2.3.1.

a. *Daniel* **has worked** *for seven years in the financial sector.*
(*Daniel* **ha trabajado** *por siete años en el sector financiero.*)
b. *The citizens* **have protested** *about the increase in taxes.*
(*Los ciudadanos* **han protestado** *acerca del aumento en los impuestos.*)
c. *The lawyer* **has decided** *to quit the firm.*
(*El abogado* **ha decidido** *renunciar a la firma.*)
d. *The recent news about the economic conditions* **have startled** *the investors.*
(*Las noticias recientes sobre las condiciones económicas* **han sorprendido** *a los inversores.*)
e. *Computer businesses* **have grown** *15% in the last few years.*
(*Las compañías de computadores* **han crecido** *15% en los últimos años.*)

2.3.2.

1.g, 2.f, 3.d, 4.e, 5.b, 6.c, 7.a

2.3.3.

N	T	E	R	N	S	H	I	P	[3]P
[2]I	[6]E	M	P	L	O	Y	E	R	E
É	S	O	R	T	L	I	S	[7]E	R
M	U	H	[11]A	S	S	E	T	M	S
U	N	[9]S	N	N	T	S	[10]P	P	O
S	O	S	O	E	M	S	R	L	N
É	[5]B	L	I	T	O	M	O	O	N
[1]R	W	L	I	K	[8]S	E	E	Y	E
	E	I	V	R	E	T	N	[4]I	L

Chapter 3

3.3.1.

a. *The manager is going to meet with the union leaders next week.* A scheduled arrangement.
b. *Depending on the political situation prices might go up.* A possibility in the future.
c. *I just read some valuable information in the newspaper; I will call my broker to make some adjustments in my portfolio.* A spontaneous decision.
d. *The company is planning its annual meeting for the end of the month.* A scheduled arrangement.
e. *If you give us a 10% discount, we would buy 20 more bottles.* A possibility in the future.
f. *When the supervisor comes, I'm going to tell him what I think.* An intention.
g. *The oil and gas industry is considering changes in its environmental practices starting next month.* An intention/A scheduled arrangement.

3.3.2.

																			1S			
2C	O	M	P	E	T	I	T	I	V	E	A	D	V	A	N	T	A	G	E		3P	
																			G		O	
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			4M	A	R	K	E	T	E	R	5S	E	A	R	C	H			E		I	
			A								U								N		T	
			T								R								T		I	
			U								V								A		O	
			R					6D	I	R	E	C	T	M	A	R	K	E	T	I	N	G
		7N	I	C	H	E					Y								I		I	
			T																O		N	
			Y		8D	I	V	E	R	S	I	F	I	C	A	T	I	O	N		G	

Chapter 4

4.3.1.

a. Certain.
b. Probable.
c. Probable.
d. Probable.
e. Certain.

4.3.2.

a. If Nigel is promoted to Chief Financial Officer, then <u>Jamie will replace him as compliance officer</u>.
b. More people will buy flowers for St. Valentine's Day <u>if the price of bouquets goes down</u>.
c. If unemployment rises, <u>the government loses popularity</u>.
d. If I make a presentation, <u>I always practice beforehand</u>.
e. If a substitute for oil is found, <u>the global economy will change</u>.

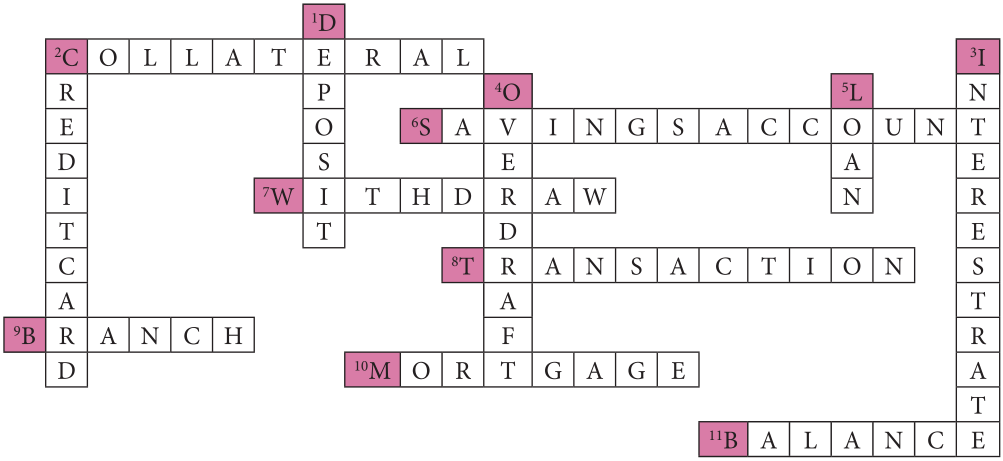
4.3.3.

1. D
2. D
3. A
4. D
5. A
6. A
7. C
8. B
9. B
10. A

4.3.4.

1. Tied up in property.
2. The deal went through.
3. Work out the numbers.
4. Go under.
5. Run out of money.
6. Pay off.
7. Set up an account.

4.3.5.



Chapter 5

5.3.1.

a. Hypothetical.
b. Certain.
c. Probable.
d. Hypothetical.
e. Probable

5.3.2.

1. D
2. C
3. D
4. A
5. C
6. D
7. C
8. A

5.3.3.

1. If the company decided to expand many suppliers would be ready to change their payment terms.
2. If the Central Bank raised the rates there would be less people interested in acquiring loans.
3. If the airline settled their dispute with the union it wouldn't go bankrupt.
4. If the government invested in the region there would be great prosperity.
5. If the demand were higher there would be more production for that particular computer.

5.3.4.

a. Plug in.
b. Set up.
c. Log in.
d. Pop up.
e. Scroll down.

Chapter 6

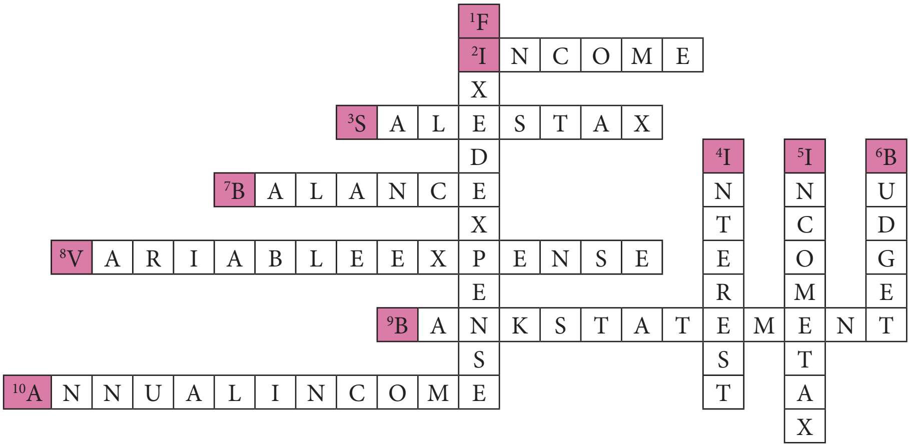
6.3.1.

a. If Maria hadn't declined the offer, **she would have been unsatisfied in her new role**.
b. **If they hadn't advertised**, they wouldn't have obtained such great results.
c. If the company had hired that person as environmental affairs director, **he would have changed the company's recycling policy**.
d. **If she had prepared**, she would have been an excellent manager.
e. If they had studied the offer, **they would have made a serious bid**.

6.3.2.

1. Liability.
2. Surplus.
3. Trade-offs.
4. Deficit.
5. Emergency funds.
6. Disposable income.
7. Occasional expense.
8. Assets.

6.3.3.



Chapter 7

7.3.1.

a. Mandatory.
b. Certain.
c. Possible.
d. Mandatory.
e. Possible.

7.3.2.

a. Must.
b. May.
c. Must.
d. Should.
e. Will.

7.3.3.

a. Back up.
b. Bring someone down.
c. Get along with.
d. Cheer someone up.
e. Calm down.
f. Figure something out.

7.3.4.

1C	H	A	M	2P	I	O	N									
				E												
			3D	R	I	V	E									4I
		5T		S										6D		N
		O		U										E		S
7C	O	L	L	A	B	O	R	A	T	E				L		P
		E		D										E		I
		R		E										G		R
		A							8M	O	T	I	V	A	T	E
		T												T		
	9S	E	L	F	C	O	N	F	I	D	E	N	C	E		

7.3.5.

1. Motivate
2. Persuade
3. Champion
4. Inspire
5. Tolerate
6. Collaborate
7. Articulate
8. Encourage
9. Drive
10. Delegate
11. Energize

Chapter 8

8.3.1.

A. Imports **decreased** by 25 million dollars between 1990 and 1995.
b. Exports **skyrocketed** to 75 million dollars from the year 1995 to the year 2000.
c. After that, exports gradually **fell** to 70 million dollars by 2005.
d. Imports steadily **recovered** to 53 million dollars by 2005.
e. Exports **peaked** in 2010, reaching their highest level in the country's history.
f. However, imports **plummeted** to almost zero in that same year.

8.3.2.

a. Adverb.
b. Adjective.
c. Adjective.
d. Adverb.
e. Adjective.

Chapter 9

9.3.1.

a. *The pharmaceutical company was sad to report negative results,* **although** *great products are in the pipeline.*
b. *The NYSE closed with an optimistic figure.* **However** *recent trading showed a more pessimistic outlook among investors.*
c. *The client was very happy about the service* **so/and/furthermore** *she wrote to the hotel manager to congratulate them on it.*
d. **Although** *sales were high, the manager remains worried about the team's overall performance.*
e. *Price per share increased 15%.* **However/but/although** *some analysts think this will not last for long.*

9.3.2.

There are weeks that go by without me uttering a word of Spanish (other than to my husband). Nevertheless, you are always a minority in this market. It took me a while to admit it, but it's true. There is a degree of convenience in having a person like me work in an "all American agency". It is politically correct to have a diverse workforce, sometimes they even have to comply with regulations about hiring minorities. I thought I had blended in 100% but a lot of my colleagues are still amazed that I speak English, they see me as this exotic colleague. Sometimes I'm startled when I see people taking advantage of this situation. Many co-workers know they won't be fired from the company because of their ethnicity and they become complacent or threaten legal action if someone "gives offense". Latinos are different in that way. We came to this country to work hard and to learn, and sometimes we clash with others just because of that. We don't play the victim game. So yes, the whole racial-ethnic issue is something I never had to deal with when I was in Colombia.

9.3.3.

1. A hard sell.
2. Run an ad.
3. Bang for the buck.
4. Word of mouth.
5. A different ball game.
6. Plug a product.
7. Give me a break.
8. Make a cold call
9. Knock the price down
10. Lay it on the table.
11. Go with it.
12. Sells like hotcakes.

9.3.4.

1. The purchase of three new subsidiaries as well as four local branches consolidated the group.
2. The price of oil and the political situation will determine the future of the Middle East.
3. People still believe in the American economy however the value of the dollar is decreasing.
4. Although the last quarter results were good, the manager was still asked to leave the company.
5. The company has invested in different countries in Latin America. Furthermore it wants to expand to the Caribbean.

Chapter 10

10.3.1.

1. Active.
2. Passive.
3. Passive.
4. Active.
5. Passive.

10.3.2.

From active to passive:

1. The Free Trade Agreement was signed by the government.
2. Greater participation in the university's decisions is being demanded by the students.
3. Great discounts are being offered for Father's Day at many stores in Bogotá.

From active to passive:

1. The measures are hitting the economic group.
2. The government is implementing new taxes.
3. John finally paid the debt.

10.3.4.

First, the documents are drafted. **Then**, they are reviewed by the committee. **After that**, they are corrected by the junior staff. **Subsequently**, the documents are sent for final approval by the CEO. **Finally**, they are sent via e-mail to the lawyers.

10.3.6.

1. The company hired an expert manager to bring about the change needed.
2. The consultant has to break down the process to determine the problem.
3. I guess we can do without that step in the process.
4. The employee has to make up for the extra time he spent on vacation.
5. Jack always comes up with a solution to our quality control issues.
6. We ramped up production by 100.
7. We need all the extra help to be able to carry the project out.
8. Please look over the batch that arrived yesterday, it spent too much time in the warehouse.

10.3.7.

1. Carry out.
2. Break down.
3. Do without.
4. Make up for.
5. Call on.
6. Ramp up.
7. Come up with.
8. Bring about.
9. Look over.

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"10 Successful Colombian Executives Working Abroad" gives us a portrait of how a group of Colombian executives was able to overcome language barriers and develop a convincing and fluid discourse which has allowed them to stand out and empower themselves in the global entrepreneurial arena.

Entrepreneurs, intrapreneurs, high executives, and professionals alike, need tools in order to dominate the interior voice which inhibits their free and assertive functioning in English. The content of this book brings us closer to successful experiences and models that we can all learn from. It shows us cases where the ability to express ideas in English has enabled these skilled executives to open the doors of excellence and achievement in their careers.

"10 Successful Colombian Executives Working Abroad" nos cuenta como un grupo de ejecutivos colombianos logró vencer las barreras del idioma inglés y desarrollar un discurso fluido y convincente que les ha permitido destacarse y empoderarse en el medio empresarial global.

Emprendedores, intraemprendores, altos ejecutivos y profesionales, necesitan herramientas para aprender a dominar la voz interior que los inhibe a desenvolverse libre y asertivamente en inglés.

El contenido de este libro nos aproxima a experiencias exitosas y modelos a seguir, con casos en donde la serenidad para expresarse en inglés, se unió a las competencias profesionales de cada ejecutivo y les abrió puertas a la excelencia en sus carreras.

Colegio de Estudios Superiores de Administración

40 AÑOS
1975 - 2015