English for European trade unionists

Level Four

The changing world of work

The ETUI-REHS is financially supported by the European Commission
Foreword

Effective communication is an essential tool in the goal of building a European trade union identity that transcends political and geographical borders. The ability to speak a language other than one’s own is an important step towards achieving this goal, enabling trade unionists from across the European Union to exchange information and experience, and to learn about other cultural and trade union contexts.

The Education Department of ETUI-REHS (formerly ETUCO) has been involved in the promotion and delivery of foreign language training since 1993. This activity has involved a number of publications, including English for European Trade Unionists Levels 3 and 4 which first appeared in 1995 under the auspices of a LINGUA-funded project. The first stage of the revision of these materials was completed in 2006, with the publication of seven units:

- Introductory unit: Language learning strategies for European trade unionists
- Three level 3 units (upper intermediate): Trade union organisation; Trade unions and Europe; Health and Safety
- Three level 4 units (advanced): Working Women; Workers of the World; European Works Councils

We are now pleased to complete this revision with the publication of these three additional units:

- **Level 3:** Trade unions and migrant workers
- **Level 4:** The changing world of work
- **Level 4:** Trade unions and the environment

All these units can be downloaded as pdf files from the ETUI-REHS website at [http://www.etui-rehs.org/education/Media/Ert/keyword/Language-learning](http://www.etui-rehs.org/education/Media/Ert/keyword/Language-learning)

A description of the language level, a profile of the target group and advice on how to use the materials can be found in the Introductory Unit. Tutors will find additional advice on approaches and methodology in the Language Trainers Guide published in 2005.

My thanks to all those who have participated in the preparation and production of these materials. We hope that they will contribute to improved communications and better understanding amongst trade unionists throughout Europe.

**Jeff Bridgford,** Director ETUI-REHS Education

---

**Authors**

Jacky Barry, ETUI-REHS Education Languages Adviser
Margaret Bremner, Freelance Tutor, UK
Peter Donaghy, Freelance tutor, UK
Vidia Ganase, Trainer in communications and management, FGA-CFDT, France

**Evaluation**

Barbara Tully, Head, English Language Centre, Northumbria University, UK

**Editor**

Jacky Barry

**Layout & DVD**

John Eden, Freelance Video Producer

© ETUI-REHS Education 2008
The changing world of work

Acknowledgements
We are grateful to the following individuals and organisations for permission to reproduce materials within these units:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Website</th>
<th>Organisation</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens Advice Bureau</td>
<td><a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a></td>
<td>ITUC (International Trade Union Confederation)</td>
<td><a href="http://www.ituc-csi.org/">www.ituc-csi.org/</a></td>
</tr>
<tr>
<td>GMB</td>
<td><a href="http://www.gmb.co.uk">www.gmb.co.uk</a></td>
<td>Mark Lynas</td>
<td><a href="mailto:marklynas@zetnet.co.uk">marklynas@zetnet.co.uk</a></td>
</tr>
<tr>
<td>European Teleworking online</td>
<td><a href="http://www.eto.org.uk">www.eto.org.uk</a></td>
<td>Television Trust for the Environment (TVE)</td>
<td><a href="http://www.tve.org">www.tve.org</a></td>
</tr>
<tr>
<td>(Peter Scales)</td>
<td><a href="mailto:Peter@linc.net">Peter@linc.net</a></td>
<td>European Foundation for the Improvement of Living and Working Conditions</td>
<td><a href="http://www.eurofound.eu.int">www.eurofound.eu.int</a></td>
</tr>
<tr>
<td>ETUC (European Trade Union Confederation)</td>
<td><a href="http://www.etuc.org">www.etuc.org</a></td>
<td>University and College Union</td>
<td><a href="http://www.ucu.org.uk">www.ucu.org.uk</a></td>
</tr>
<tr>
<td>ETUI-REHS</td>
<td><a href="http://www.etui-rehs.org/">www.etui-rehs.org/</a></td>
<td>Union Ideas Network</td>
<td><a href="http://www.uiin.org.uk">www.uiin.org.uk</a></td>
</tr>
</tbody>
</table>

We have tried to contact all relevant organisations and individuals but would welcome information regarding any that have inadvertently been overlooked so that permission can be sought and due acknowledgement given.
Looking ahead

This unit looks at the effects of globalisation on organisation structures and how these new structures affect worker relations within companies. Special focus is given to the development of new forms of employment contract such as teleworking; it also considers how far companies should be socially responsible for the environment in which they operate, locally and worldwide. The unit will provide opportunities to discuss how trade unions can intervene in these matters.

The following areas are covered in this unit:

Vocabulary

- Compound nouns and adjectives
- Word-building
- Expressions with “far”
- The use of “shall” in formal documents
- Fillers and interest markers in conversation

Grammar

- Sentence construction in legal documents
- Relative pronouns
- Reported speech
- Use of future tenses for making predictions

Functions

- Making a presentation
- Drawing up contract
- Writing a summary
- Writing an article
- Conducting a social audit
The changing world of work

Unit contents

Lead-in activities
1. Globalisation
   Introductory discussion 6
2. Corporate Social Responsibility
   Introductory discussion 56

Working with reading
1. New enterprise structures
   Finding examples of such structures 10
2. The consequences of new enterprise
   Filling in the missing information; vocabulary exercise 12
3. Teleworking: a mixed blessing?
   Discussion questions; vocabulary exercise 33

Working with writing
1. Teleworking
   Drawing up a contract for a tele-worker 35
2. Writing a summary of an interview
   Guidelines for writing a summary; vocabulary exercise 44
3. Writing an article on a garment factory in Lesotho 51

Working with language
1. Sentence construction
   Legal language 19
2. Relative pronouns 23
3. Reported speech 41
4. Predicting: using future tenses:
   Future simple; future continuous; future perfect 53
# The changing world of work

## Working with speaking
1. Organisation structures
   *Comparing models; describing your own organisation’s structure*
2. Pronunciation exercise
3. Interviewing a tele-worker
4. Employment flexibility
   *Related vocabulary; Discussion points*

## Working with listening
1. Home-workers
   *Listening for gist and for specific information*

## Working with video
1. ‘A fair globalization’: ILO news interviews
   *Comprehension questions*
2. ‘Hanging by a thread’ - a garment factory in Lesotho
   *Lead-in discussion; comprehension questions*

## Working with words
1. Compound nouns and compound adjectives
2. Word-building
3. Expressions with “far”

## Communication activities
1. Making a presentation on home-workers
   *Presentation guidelines and useful expressions*
2. Defining Corporate Social Responsibility standards
   *Word box: Related vocabulary*
3. Carrying out a social audit
   *Discussion points; simulation; conducting an interview*

## Study boxes
1. The use of “shall”
2. Fillers and interest markers
The changing world of work

Globalisation

“What you call globalisation is nothing more than the final phase of the Westernisation of the world”

Sophie Besse in “Europe and globalisation”, ETUI-REHS, 2005

1. Discuss this quote.
2. In what way are the notions below associated with “globalisation”?
3. In pairs, pick one of the terms below, discuss it and then explain how it is linked to globalisation to your colleagues.

<table>
<thead>
<tr>
<th>outsourcing</th>
<th>global trade union</th>
<th>mergers</th>
<th>protectionism</th>
</tr>
</thead>
<tbody>
<tr>
<td>delocalisation</td>
<td>global village</td>
<td>alter-globalisation</td>
<td>unemployment</td>
</tr>
<tr>
<td>privatisation</td>
<td>capitalism</td>
<td>international markets</td>
<td></td>
</tr>
</tbody>
</table>
Discussion points

- Is globalisation a new process or an old one?
- Who benefits from the effects of increasing globalisation?
- Do you benefit from globalisation?
- Does globalisation tend towards uniformity or does it enhance differences?
- “Think global, act local” OR "One size fits all".
  
  Explain the meaning of these slogans which refer to products such as cars, soft drinks, smart clothes, casual clothes, fast-food, computers, TV ads.

- Do tastes (and hence advertising campaigns) vary from country to country, or region to region?

Global brand – global advertising

Nike’s kung-fu inspired campaign was banned in China for offending national dignity

Lead-in activity
A fair globalization

The World Commission on the Social Dimensions of Globalization says globalization must change its course if its benefits are to be felt by everyone. Here are video news interviews on the subject from ILO TV, the audio-visual department of the International Labour Organisation. 9th January 2004

Watch, listen and answer the questions:

Scene 1
1. Where is this scene taking place?
2. What are the girls doing?
3. Describe the factory.
4. Now listen again and pick out the expressions or key words that highlight the issue of globalisation.
5. How does this World Commission of Presidents feel about globalisation?

Scene 2
6. Why has this scene been included?

1st speaker: Joseph Stiglitz, Commissioner and Nobel laureate

7. What agreement did the Group arrive at?

Scene 3
8. What has the picture of satellite dishes to do with globalisation?
9. Why does the reporter say “at its best...”?

Working with video 1
The changing world of work

Scene 4
10. What are the people here doing?
11. Where are we?
12. Complete the expression the reporter uses:
   "to ____________________ out a living.
13. What point is she making when she refers to the “table”?

2nd speaker: Juan Somavia: ILO Director General

14. What balance is he talking about? And what does he say about it?

Scene 5
15. How many people are unemployed in the world?

3rd Speaker Victoria Tauli-Corpuz: World Commission member

16. What does she say will have to happen if globalisation continues to benefit the few?

4th Speaker Benjamin Mkapa: President of Tanzania

“No one likes to eat crumbs from a feast... everyone wants to sit at the table”

17. What does the speaker mean by this?
New enterprise structures

Structure refers to the way an organisation is organised and, in particular, to the grouping of functions and the lines of communication and control.

Changes in the industrial world have affected the structure of large enterprises. Here is an example of a modern structure:

The ‘shamrock’ model
This structure is made up of 3 parts:

1st group
The professional core is composed of qualified professional workers, technicians, or managers. They earn high salaries receive fringe benefits and they have to be flexible, go anywhere at any time and do what is required. These professionals are expensive and organisations look for ways to reduce their number and still continue to increase output. (For example, in a school, the teachers would be in this category, in a hospital, the doctors).

2nd group:
The contracting fringe. Companies contract out activities that were once regarded as a normal part of their work, for example, advertising and market research, computing, catering, pay, training etc.

The contractors are paid for the results they achieve and they become a charge rather than an overhead for the company.

3rd group:
The flexible labour force. Part-time and temporary workers provide more flexibility for companies who hire according to demands, for example, seasonal fruit-pickers, additional secretarial support. This sector has become the fastest growing part of the employment market.
The changing world of work

Exercise 1

Based on what you have just read, can you name companies that you have been in contact with which organise their activities according to this model?

Describe what types of jobs or workers fall into the three groups.

- to differ (verb)
- different (adjective)
- differently (adverb)

- core - centre of an apple, most important part
- fringe benefits - additional benefits given to an employee (e.g. car, laptop)

- output (noun) - productivity
- an overhead - a fixed cost
- to hire - to employ
The changing world of work

Working with reading 2

The consequences of new enterprise structures

1 Missing information

The text below lists the changes in industrial organisation that have affected the structure of larger enterprises, in the last 10-20 years.

Study the sentences then choose from the box below the appropriate information to fill the gaps.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>technology</td>
<td>core functions</td>
<td>the way people work</td>
<td>down-sizing</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>industrial distribution of employment</td>
<td>liberalisation</td>
<td>slimmer</td>
<td>privatisation and breaking up</td>
</tr>
</tbody>
</table>

1. The ________________ of previously large State enterprises, including railways, airlines, telecommunications, water supply and important parts of the energy sector;

2. ________________ of markets previously dominated by these firms;

3. The ________________ of large organisations in both the private and public sector, including Government Departments, to meet competitive pressures and Government economic policy objectives;

4. ________________ management structures in such organisations, with little spare management capacity to handle contingencies and often with a tendency to frequent re-organisation and business re-engineering;

5. Concentration by these organisations on ________________ with support activities eliminated, brought in as required or contracted out;

6. Dramatic changes in ________________ including information technology, enabling people to work from locations remote from the enterprise, including at home and offering the possibility of rapid re-location of operations between countries;

7. Dramatic changes in the ________________ with a rapid decline in traditional areas of employment such as heavy manufacturing, steelmaking, car manufacture, docks, mining and
agriculture, with a strong growth in office work, services, catering and leisure activities;

8. Changes in ________________________, with more demand for 24 hour operation due to market demand or the need to be available when markets are operating abroad.

Source: http://osha.europa.eu, Issue 2, The changing world of work, 01/10/2000 Richard Clifton, Health and Safety Executive, UK (Extracts of the text. Some parts have been adapted for the purpose of the exercise).

2. Now discuss these changes with a partner. To what extent have these changes affected your working environment or companies you are familiar with?

3. Vocabulary

Choose the words that are closest in meaning to the words underlined in the sentences above.

<table>
<thead>
<tr>
<th>previously (1, 2)</th>
<th>existing before OR mainly</th>
</tr>
</thead>
<tbody>
<tr>
<td>to meet (3)</td>
<td>to satisfy OR to combat</td>
</tr>
<tr>
<td>spare (4)</td>
<td>necessary OR extra</td>
</tr>
<tr>
<td>contingencies (4)</td>
<td>unlikely events OR new markets</td>
</tr>
<tr>
<td>frequent (4)</td>
<td>rare OR constant</td>
</tr>
<tr>
<td>brought in (5)</td>
<td>hired OR introduced</td>
</tr>
<tr>
<td>contracted out (5)</td>
<td>excluded OR outsourced</td>
</tr>
<tr>
<td>enabling (6)</td>
<td>forcing OR allowing</td>
</tr>
<tr>
<td>remote (from) (6)</td>
<td>distant OR isolated</td>
</tr>
<tr>
<td>catering (7)</td>
<td>training OR provision of food</td>
</tr>
<tr>
<td>leisure (7)</td>
<td>free time OR overtime</td>
</tr>
<tr>
<td>to be available (8)</td>
<td>ready OR competitive</td>
</tr>
</tbody>
</table>
Working with words 1

**Compound nouns and compound adjectives**

One of the characteristics of the English language is the flexibility of the word order. Words, especially adjectives and nouns, can be moved around in a sentence. A number of them can be linked together by a hyphen (-) and placed before a main noun which is to be found at the end of the group of words. They are called “modifiers” because they affect or modify the main noun.

**Example 1**

**Permanent lifetime employment** *(employment that is permanent and lasts a lifetime)*

- ‘Employment’ is the main noun
- ‘Permanent’ is an adjective
- ‘Lifetime’ is a noun

**Example 2**

**Hard-working person** *(a person who works hard)*

- ‘Person’ is the main noun
- ‘Working’ is a the present participle of the verb ‘to work’. When used as an adjective, as it is here, it conveys an active meaning: the ‘person works’
- ‘Hard’ is an adjective which modifies “working”

**Example 3**

**Action-oriented training** *(training that is oriented towards action)*

- ‘Training’ is the main noun
- ‘Oriented’ is the past particle of the verb ‘to orient’. When used as an adjective, as it is here, it conveys a passive meaning: ‘the action is oriented’

**Example 4**

**Exciting job offers** *(offers for jobs that are exciting)*

- ‘Offers’ is the main noun
- ‘Job’ – is a noun, used as an adjective here to qualify ‘offers’
- ‘Exciting’ is the present participle of the verb ‘to excite’
The changing world of work

1. **Now identify the part of speech of each of the words in the phrases below:**
   1. ever-increasing speed
   2. non-unionised firms
   3. well-planned schemes
   4. a changing work environment
   5. permanently employed staff

2. **Now put the words below in the right order. There will be hyphens between some words:**
   1. international, ever, trade, freer
   2. knowledge, experience, more, based, traditional
   3. industrial, grasped, easily problems, more, safety
   4. long, changes, structural, term
   5. job, on, training, the

3. **Form compound noun and adjective phrases with the words below:**
   1. A business that is run by one person
   2. Companies with a high profile
   3. Services that were previously provided internally
   4. Research that is oriented towards problems
   5. Pension schemes that the employers provide


### Organisation structures

1. Comparing a traditional model and a modern model of the workplace.

   *Below are characteristics of both models. Place them in the appropriate box then justify your answers.*

   1. A **hierarchical** pyramid structure
   2. A large number of different **contractors** to the main company undertaking a wide variety of jobs
   3. A large workplace where everyone works for the same employer
   4. A large number of employees **supervise** the work of contractors
   5. Service **provision** usually based on contract rather than directly employed staff
   6. Fewer direct levels of control
   7. Flatter management structures
   8. Permanent employees
   9. Secondary operations like the maintenance of buildings, catering are undertaken by the company’s own staff
   10. Rigid hierarchical **relationships**
   11. **Centralised** decision authority
   12. Departmentalisation and formal rules and regulations

<table>
<thead>
<tr>
<th>Traditional Model</th>
<th>Modern Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Pair work

How would you describe the organisation you work for? Does it have a traditional or modern structure? Which of the characteristics in the list above would you say describes your organisation?

*Explain the reasons to your partner.*
Working with words 2

Word-building

The words below are underlined in the text above. Use these words to build others that belong to the same family and place them in the box below. Not all the words have the three parts of speech.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>hierarchy</td>
<td>hierarchical</td>
<td></td>
</tr>
<tr>
<td>contractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provision</td>
<td></td>
<td>supervise</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
<td>competitive</td>
</tr>
<tr>
<td>collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>centralised</td>
</tr>
</tbody>
</table>
The changing world of work

Working with language 1

Sentence construction

New international standards were adopted on the subject of termination of employment in a new ILO agreement entitled ‘The termination of employment convention, 1982’ as a result of significant developments in the law and practice of many member states regarding employment. Because of economic difficulties and technological changes experienced in preceding years in many countries, it became necessary to redefine legislation on termination of employment at the initiative of the employer.

The sentences below are taken from various sections of this document and have been adapted for this exercise.

In general, the language used in legal documents is very formal and the sentences tend to be quite long.

For this exercise, the phrases of the sentences have been mixed up.

Rewrite the sentence putting the phrases in the correct order. Punctuate where necessary. The first phrase of each sentence is given to help get you started. The words underlined are explained in the word box below.

Example:

The provisions of this Convention shall...
... as may be consistent with national practice ...
... be given effect by laws or regulations ...
... by means of collective agreements, arbitration awards or court decisions or in such other manner ...
... in so far as they are not otherwise made effective ...

Correct order:

The provisions of this Convention shall, in so far as they are not otherwise made effective by means of collective agreements, arbitration awards or court decisions or in such other manner as may be consistent with national practice, be given effect by laws or regulations.
The changing world of work

Sentence 1
This Convention applies ...
... and to all employed persons ...
... to all branches of economic activity ...

Sentence 2
Adequate safeguards shall be provided ...
... the aim of which is ...
... against recourse to contracts of employment ...
... for a specified period of time ...
... to avoid the protection resulting from this Convention ...

Sentence 3
In so far as necessary,...
... after consultation with the organisations of employers and workers concerned ...
... measures may be taken by the competent authority ...
... where such exist ...
... or through the appropriate machinery in a country ...

Sentence 4
Each Member who ratifies this Convention ...
... and shall state in subsequent reports the position of its law and practice regarding the categories excluded ...
... any categories which may have been excluded ...
... giving the reasons for such exclusion ...
... shall list ...

Sentence 5
The employment of a worker shall not be terminated ...
... connected with the capacity or conduct of the worker ...
... or based on the operational requirements of the undertaking, establishment or service ...
... unless there is a valid reason for such termination ...

Sentence 6
A worker who considers ...
... shall be entitled to appeal against that termination ...
... that his employment has been unjustifiably terminated ...
... to an impartial body, such as a court, labour tribunal, arbitration committee or arbitrator ...

*See also ‘Legal terminology’, Working with Words 3, p. 56, in unit Working Women
The changing world of work

**Arbitration**

the use of an official authority to settle a dispute

**Awards**

judgements

**Provisions**

conditions

**Safeguards**

protective measures

**Recourse**

alternative

**Machinery**

organisation

**Undertaking**

business

**Impartial**

neutral

---

**Study box 1**

*‘shall’*

You will have noticed the use of ‘shall’ in some of the sentences. This is used here to express command and this construction is chiefly used in regulations and legal documents. Note that “shall” as used here does not denote normal futurity.

The contracted form of ‘shall’ as in *(I’ll be there tomorrow)* is not used in legal documents. Contracted forms in general are not used in formal writing.
Expressions with ‘far’

You came across the expression ‘in so far as’ in the sentences above which means ‘to the extent that’.

Example:
- In so far as they are not otherwise made effective
- In so far as necessary

Here are some other expressions with “far” with their meanings

- As far as = to the extent that
- By far = by a great amount
- Far from = very different from being
- Go far = achieve a great deal
- Go too far = exceed the limits of what is reasonable or acceptable
- So far = up to this time
- A far cry from = very different from

1. Choose the right expression with “far” to complete the sentences below.

- _________ I’m concerned these conditions are not acceptable.
- But on the other hand, what the others have done is _______ being acceptable.
- It is _________ what they promised us in terms of working conditions.
- She very talented, she’ll ________.
- The government has _________ with their new measures to control immigration. They have caused a lot of unrest within some communities.
- The work he has done is _________ superior to the others.
- We’ve been waiting for the results of the elections since this morning. _________ nothing has been disclosed.
Relative pronouns

Relative pronouns introduce relative clauses and create a link to someone/something mentioned before. These relatives vary slightly according to whether they refer to persons or things. They do not vary for singular or plural nor for masculine or feminine.

✓ See also Trade Union Organisation, Working with Language 6, Relative Clauses, pp. 48-51

Examples:
...categories of employed persons whose terms and conditions of employment are governed by special arrangements which as a whole provide protection.

For persons:
For the subject of the sentence, use ‘who’:

➢ The Trade Union members who negotiated the agreement...

For the direct object: use ‘whom/who’ or no pronoun at all. Note that ‘whom’ is a formal and literary use:

➢ The General Secretary whom I interviewed yesterday for our newspaper was very clear about the Trade Union’s position concerning short-term contracts.

In spoken English:

➢ The General Secretary who I interviewed yesterday for our newspaper was very clear about the Trade Union’s position concerning short-term contracts.

Or, more commonly, omit the relative pronoun altogether:

➢ The General Secretary I interviewed yesterday for our newspaper was very clear about the Trade Union’s position concerning short-term contracts.

In the possessive: use ‘whose’

➢ The workers whose jobs have been taken away.
For things:

For the subject: use ‘which/that’, though ‘which’ is slightly more formal:

➢ Here is the agreement which/that caused all the trouble.

For the object: use ‘which/that’ or no relative pronoun at all:

➢ The agreement which/that the Trade Union negotiated was met with great acclaim by the workers.

Possessive: use ‘whose’:

➢ The factory whose production line was stopped because of a workers’ strike....

Relative pronoun with a preposition, use ‘of which’, ‘to which’, ‘for which’. In the possessive case ‘of which’ is used for things.

Here is an example from one of the sentences above:

➢ Adequate safeguards shall be provided ... the aim of which is to avoid the protection resulting from this Convention.

Such constructions are avoided in spoken English. It would be more usual to write the sentence in this way:

➢ The aim of adequate safeguards is to avoid the protection....

Other examples with a preposition:

The flat, for which I paid 800€ rent is now going for 1000€.

Or

The flat, which I paid 800€ rent for, is now going for 1000€.

The Confederation, to which my Union is affiliated, is the biggest in the country.

Or

The Confederation, which my Union is affiliated to, is the biggest in the country.

The day on which the Treaty was signed, turned out to be the same day as our anniversary.

Or

The day which the Treaty was signed on, turned out to be the same day as our anniversary.
Complete the sentences below with the appropriate relative pronoun or indicate when a relative pronoun is not necessary.

Example:
A worker whose employment has been terminated shall be entitled, in accordance with national law and practice to a severance allowance.

1. He shall be entitled to a severance allowance; the amount _______ shall be based on length of service and the level of wages.

2. A worker _______ does not fulfil the qualifying conditions for unemployment insurance or assistance need not be paid any allowance.

3. The worker will be entitled to benefits from unemployment insurance or assistance or other forms of security under the normal conditions _______ such benefits are subject.

4. National laws or regulations may limit the applicability of this Article to cases _______ the number of workers, _______ termination of employment is contemplated, is at least a specified number or percentage of the workforce.

5. A member _______ has ratified this Convention may denounce it after the expiration of ten years from the date _______ the Convention comes into force.

6. The contracts _____________ the employers drew up were unacceptable by law.

An unacceptable contract ...
...workers and students in France demonstrate against the proposed "contract of first employment" 2006
The changing world of work

Home-workers

You are going to listen to a programme on home-workers* (BBC Radio 4, 9th January 2007). Two people are going to be interviewed about the way they conduct their work from home. The interviews are conducted by Zoe Williams.

* Check definition in the study guide

Before you start, discuss the following points with the participants of your group:

1. What do you understand by the term home-worker*?
2. What do they call someone who works from home in your country?
3. To what extent is home-working a tendency in your country?
4. Are there regulations or laws about this type of work?
5. Why do you think some people prefer to work from or at home?
6. What are some of the drawbacks or difficulties linked to this relatively recent form of employment?

Words and expressions you will hear in the interviews:

- **water-cooler (US)**: the water-coolers are places in offices where staff stand round and chat
- **Aga**: type of cooker
- **knickerbocker glory**: a dessert of ice-cream, fruit and cream
- **stir-crazy**: psychologically disturbed as a result of being in prison
- **'cos**: short for “because”
- **yeah**: non standard pronunciation of “Yes”
Exercise 1

Listening passage 1

*Listen to the introduction and the 1st interview then answer the following questions:*

1. What is the presenter’s aim in making a programme on home-workers?
2. What is the generally tendency in the number of people working from home according to the forecast?
3. Susie White is the home worker being interviewed. What does she do?
4. How did she start to do this job?
5. What does she say can be psychologically difficult for people who choose this type of activity?
6. Susie White mentions a number of rules she has laid down for herself that enable her to remain efficient at her job. What are they?

Listening passage 2

Listening for specific information

*Now listen to the second section for detailed information, mainly statistics:*

1. By how much has the percentage of home workers risen over the past ten years?
2. In the 2004 survey, how many people would rather work from home if given the option?
3. How many workers claim that there’s much to gain from this work situation?
4. What do they say they do gain from it?

Listening passage 3

1. *Listen to the 2nd Interview with David Borden, and answer these questions:*

1. What does he do?
2. Can you describe his work environment?
3. What’s the bike for?
4. Why did he decide to work from home?
5. How many people in his department work from home?
6. What does he recommend as the attitude a home worker should have with regards to his colleagues?
The changing world of work

7. What does he say about the manager’s attitude and the rules regarding home working?

8. How productive does he claim he is?

2. Listen to David Borden’s interview again. The phases below are taken from the interview. Put them in the order in which they occur in the listening. Read through the sentences before you begin.

1. And we all know people who are past masters at looking extremely busy and may not actually produce very much

2. And you look out sometimes and see the garden looking very tempting ... I can just run the lawn mower over the lawn

3. But if you’re delivering the goods, if you’re producing your side of the deal and people can see, yeah! that’s just what we would expect from somebody who sat next to us, then I think you can make it work

4. I get out of my chair onto the exercise bike, give myself a half hour of reasonably punishing exercise there

5. I’m currently working on some of the provisions of the gambling act

6. If you’re not there, others may be suspicious of you.

7. If your manager doesn’t think that it works for him or her or for that team, um, then it isn’t going to work

8. It’s very tempting on a sunny afternoon

9. People who work at home actually stick to a fairly conventional routine

10. When the sun’s shining, I think it’s very easy to be distracted from what you’re trying to achieve
Exercise 3

Listening passage 4

Some more information about home-working

1. How much time is wasted during the working day?
2. What is this wasted time spent on?
3. What according to the speaker keeps organisations together?
4. What are the flexible working regulations in the UK?
5. The speaker uses another expression for home-worker. What is it?
6. What is the status of the majority of home workers?
7. What does the speaker suggest to fellow home-workers who may feel lonely?

I’ll be carrying a water-cooler door to door in the hope of an honest chat ...
Pronunciation exercise

When you stress a word in a sentence you are giving it emphasis, or signalling its importance.

Listen to the introduction and the first interview again and, when you hear the sentences below, mark the words that are heavily stressed.

In this series, I’d like to overcome a natural modesty of the home worker and get a more accurate picture of our habits. I’ll be carrying a water-cooler door to door in the hope of an honest chat with any other solitary units in this invisible workforce.

By 2012, it is estimated that a fifth of the working population will be working where they live.

Q: Tell me how you got to be a life coach to begin with.
A: I think you’ve got to be honest with yourself about whether you can do it or not because if you can’t, the kind of, the emotional weight of the guilt and the fear just isn’t worth it.

I mean, it’s strange that you say it actually ‘cos it’s not been a conscious thing at all but I think that it does help in a way that this feels slightly less cosy. And I’ve made a real point of not working in the kitchen next to the Aga because I think I’d be less likely to get on with stuff.

I try not to wander about and the TV does not go on until, until work is finished.

Now repeat each of the sentences and practice placing the stress on the correct word/s.
Study box 2

Fillers and interest markers: how to keep your conversation fluent and forward-moving

Native speakers of English use expressions called “fillers” in order to gain time to think of what they want to say next, but also to keep talking so that the listener knows that they have not yet finished speaking.

These fillers were heard in the interviews:
Um…./ ... you know..../ ...kind of/....I mean.....

Here are some others that are commonly used in conversation:

<table>
<thead>
<tr>
<th>Er, erm...</th>
<th>Anyway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well</td>
<td>So you see</td>
</tr>
<tr>
<td>So</td>
<td>Know what I mean</td>
</tr>
<tr>
<td>And then</td>
<td></td>
</tr>
</tbody>
</table>

The use of interest markers, to show the speaker that you are interested in what s/he is saying, is a technique that also adds fluency to conversation and helps keep it lively.

✓ See also ‘Trade Unions and Migrant Workers’ unit, Working with Speaking 1 page x)

Here are some common examples:

<table>
<thead>
<tr>
<th>Is that right?</th>
<th>Really?</th>
<th>How interesting!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine</td>
<td>I see</td>
<td>That’s great</td>
</tr>
<tr>
<td>Oh, dear!</td>
<td>What a shame</td>
<td>Oh, no!</td>
</tr>
<tr>
<td>You’re joking</td>
<td>Uh, huh</td>
<td>Mmmm</td>
</tr>
<tr>
<td>Is it?</td>
<td>Does he?</td>
<td></td>
</tr>
</tbody>
</table>
Interviewing a teleworker

You’ve just listened to two interviews with home-workers. Work with a partner and imagine that you are one of them and your partner is the interviewer Zoe Williams. Now simulate the interview. Remember to introduce some of the fillers and interest markers in the language box above in your speech. When you have finished switch roles.

If you wish you may want to invent a totally new character. For example you could decide to be a translator, a consultant, a researcher, a journalist, a designer etc.

Here is a list of the type of information the interviewer will want from you:

1. the job
2. your family situation
3. the type of contract you have with your employer
4. since when you’ve been doing this
5. your work environment at home
6. your work organisation
7. your colleagues
8. your productivity
9. your difficulties
Teleworking – a mixed blessing?

In the text below, can you predict from the title how the author will present the issue of “teleworking”?

Now read the text.

Estimates put the number of teleworkers in the UK currently at over 4 million, many working from home for two or three days each week. This mix of office and home working seems to offer the best of both worlds - the flexibility to adapt your working hours to suit yourself on your days at home, while still maintaining contact with colleagues, and your manager, in the office on other days. But it may not prove to be as straightforward as it seems at the moment: teleworking means that employment rights may be downgraded, career development issues become more complex; new managerial skills are required and there are health and safety issues to be resolved.

A growing number of companies are shaping their businesses around Call Centres as large numbers of people see the benefits of buying insurance, pensions, air tickets, ordering bank statements and so on by telephone, many of which are open 24 hours per day. 70% of their staff are female and some Centres record annual staff turnover rates of 50%.

'Low skill, low pay’ may characterise many Call Centres but a more sophisticated use of ICT* has enabled some companies to progress and develop more sophisticated systems, multilingual Centres for example. One local government region in England has used what is called a case study approach to great effect. It enables their telephonists to answer more complicated questions - adding to their levels of job satisfaction, and also saving money as fewer enquiries have to be referred to other, more highly qualified and therefore more expensive staff.

*Information and Communication Technology

Source: Issue 2 - The changing world of work 01/10/2000 extract
http://osha.europa.eu/publications
Answer the following questions:

1. Teleworking appears to be a good compromise between home-life and work-life for most people. However, the author points out some of the downsides to this form of employment. What are they?

2. What are “Call Centres” and who uses them? What are working conditions like in these centres in your opinion and according to the text?

3. Vocabulary exercise

Find the words in the above text which have the same meanings as the words below.

<table>
<thead>
<tr>
<th>do according to (one’s wishes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>easy to do and understand</td>
<td></td>
</tr>
<tr>
<td>minimised</td>
<td></td>
</tr>
<tr>
<td>arranging</td>
<td></td>
</tr>
<tr>
<td>renewal</td>
<td></td>
</tr>
</tbody>
</table>

Over 1% of the British work force now work in Call Centres
The changing world of work

Working with writing 1

Drawing up a contract

1 When working at home the issue of health and safety arises. Who do you think should be responsible for a safe working environment, the employer or the employee?

2 Decide in small groups what you think a contract of employment for teleworkers should include.

3 Now read the text which points out some of the legal issues that companies have to address if they wish to develop teleworking.

Teleworking/Telecommuting: Contracts of Employment

Source: [www.eto.org.uk](http://www.eto.org.uk) extracts

A lot of teleworking/telecommuting happens on an informal basis, agreed between the employee and his or her immediate manager. In this case the standard contract of employment applies to teleworkers and other workers alike. However, many companies now establish formal arrangements for teleworking, in which case they and their employees may want to formalise the terms on which people may - or may not - telework. It is important that a particular teleworking arrangement reflects the local ethos and environment of the company concerned.

Some aspects are controversial. For example some of these contracts stipulate that a company representative will conduct a survey of the employee's proposed "home office" to ensure that it meets required health and safety, security and other standards. In some countries and industry sectors this is regarded as quite normal, in others it would be regarded as an invasion of privilege. However, to give an example of how a good contract can address such issues, the contract might alternatively stipulate that when working at home the employee not the employer is responsible for safe working environment and practice. In this case the company would probably wish to provide clear guidance on safe and unsafe practice, and perhaps some training. Making the employee responsible for their own environment and practices within their own home appears to be common sense; whether such a contract clause is legitimate would depend on employment law in the country concerned. Much of our employment law has been framed in the context of a factory, where the employer controls the environment; it takes little account of the idea that the employee may effectively control the situation, for example at home or when driving on business but in the employee's own car.
Work in small groups.

Imagine you work for a company in the Human Resources department and you and your team have to decide on the contents of a contract of employment for a teleworker. Use the headings below to guide you. As this will be a formal and legal document, remember to use “shall” to express obligation as explained earlier on in this unit.

**Headings**

- Type of work appropriate
- Place of work
- Working hours
- Holidays
- Remuneration
- Business travel
- Equipment and workstation
- Team structure and meetings
- Health and safety and security
- Termination of the contract

In the study guide you will find extracts from a contract developed by a large company.

What should a teleworker’s contract include?
Communication activity 1

Making a presentation

Before doing this activity you should have completed the exercises in Working with listening 1, Working with speaking 1, Working with reading 4 and Working with writing 1.

Imagine that you are now going to make a presentation on the subject of home-working to members of your Union. The aim of the presentation is to draw their attention to some of the issues that may arise if this form of employment continues to develop, and more particularly the effect that this can have on the role of union representatives at the workplace.

Prepare the presentation in small groups. Give the presentation a title. You may decide to share the task of presenting in which case make sure it is clear how the presentation is divided up and who says what. Ideally, there should be no more than two speakers. Use visual aids (flipchart, OHP, whiteboard) to facilitate delivery.

Your audience will consist of the other members of the group who act as representatives of your union. As listeners they will be invited to ask questions during your presentation. At the end of the exercise, they will also give you feedback on your presentation techniques.

Now look at the guidelines and the list of common expressions in the box below to help you with your presentation.

 ✓ See also "Introductory unit: Language Learning Strategies", Making a presentation, page 36-38 and Trade union organisation; Working with language 5, 'Using connectives’ p. 37.

Presentation guidelines and useful expressions

Most presentations are divided into three main parts:

- An introduction
- The body of the talk
- A conclusion

For each part of the presentation, there are ways to signal to the audience what you are going to tell them. This technique is called “signposting”. There are expressions we use to do that. Here are some common ones to use for each part of your presentation:
The golden rule in communication is repetition.

- In your introduction, you tell the audience what you are going to talk about.
- In the body, you give your talk.
- In the conclusion, you summarize what you have told them.

Here’s a very simple plan to follow:

<table>
<thead>
<tr>
<th>Title:</th>
<th>&quot;Homeworkers need unions too!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>welcome your audience</td>
<td>Thank you very much for being here with us today</td>
</tr>
<tr>
<td>explain the structure of your presentation (i.e. The different points you are going to talk about)</td>
<td>My presentation on the subject of XXX will be divided into X parts: first, second, finally</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
</tr>
<tr>
<td>point 1</td>
<td>To begin with...</td>
</tr>
<tr>
<td>point 2</td>
<td>I’d like to move onto the second point of my presentation</td>
</tr>
<tr>
<td>point 3</td>
<td>Let me turn now to the third point of my presentation</td>
</tr>
<tr>
<td>etc...</td>
<td>Let’s now look at my last point....</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>sum up</td>
<td>If I can just sum up the main points...</td>
</tr>
<tr>
<td>invite questions</td>
<td>Any questions?</td>
</tr>
<tr>
<td>say thanks to the audience</td>
<td>Thank you very much for listening</td>
</tr>
</tbody>
</table>


Employment flexibility

Jane is a cashier in a supermarket, where she has been working for the last five years. She has not been made a permanent employee, but this doesn’t seem to be a problem as every six months she simply signs a new short-term contract. One day, she goes to work and her boss tells her that her contract is not going to be renewed. Suddenly she finds herself out of a job.

In small groups, discuss the following points.

1. What can be done about this situation? What laws and regulations exist in your country regarding this practice?
2. Which is best for the economy: employment stability or employment flexibility?

Before you start, study the words and the expressions below. If you are unsure of the meaning of these words and expressions, discuss them with the members of your group.

<table>
<thead>
<tr>
<th>1. competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. downsizing</td>
</tr>
<tr>
<td>3. employability</td>
</tr>
<tr>
<td>4. employment protection legislation</td>
</tr>
<tr>
<td>5. fixed-term employment</td>
</tr>
<tr>
<td>6. flexibility</td>
</tr>
<tr>
<td>7. framework agreement</td>
</tr>
<tr>
<td>8. health and social insurance</td>
</tr>
<tr>
<td>9. job tenure</td>
</tr>
<tr>
<td>10. labour market policy</td>
</tr>
<tr>
<td>11. off-shoring</td>
</tr>
<tr>
<td>12. outplacement</td>
</tr>
</tbody>
</table>
The changing world of work

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>outsourcing</td>
</tr>
<tr>
<td>14.</td>
<td>part-time work</td>
</tr>
<tr>
<td>15.</td>
<td>pension</td>
</tr>
<tr>
<td>16.</td>
<td>productivity</td>
</tr>
<tr>
<td>17.</td>
<td>purchasing power</td>
</tr>
<tr>
<td>18.</td>
<td>recruitment</td>
</tr>
<tr>
<td>19.</td>
<td>short-term contract</td>
</tr>
<tr>
<td>20.</td>
<td>social partners</td>
</tr>
<tr>
<td>21.</td>
<td>training</td>
</tr>
<tr>
<td>22.</td>
<td>unemployment</td>
</tr>
<tr>
<td>23.</td>
<td>workforce</td>
</tr>
</tbody>
</table>

List your ideas and answers and then report the results of your discussion to the rest of the class.

Decide who in the group is going to report back.
Working with language 3

Reported speech

The basic rule in reported speech is the “one tense back” rule. There are three areas of reported speech:

1. Reported statements: We report what people say
   Example:
   “I lost my job”.
   She said she had lost her job.
   The verb in the reported clause moves one tense back i.e. past simple to past perfect because the reporting verb (she said) is in the past.

2. Reported questions: We report the questions people ask.
   Example:
   “Are you familiar with the rules and regulations of our organisation?”, the boss asked.
   He asked if he was familiar with the rules and regulations of the organisation.
   However, when we are reporting something that was said in the past but is still true when the speech is reported, the tense does not normally change. For example:
   “Have you had a pay rise since you started working here?”
   He asked if he had had a pay rise since he started working there.

3. Reported commands: We report what people tell other people to do.
   Example:
   “Leave the premises immediately”, the police ordered.
   The police ordered them to leave the premises immediately.
   Reported commands follow the same pattern.
   Subject (the police) – reporting verb (ordered) – direct object (them) – infinitive (to leave)
Adverbial phrases of time
These change in reported speech as follows:

**Example:**

"What are you doing here?" He asked what I was doing there.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the day before</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the following day</td>
</tr>
</tbody>
</table>

Modal verb changes

**Example:**

"Who do you think will be the next President?"
He asked who I thought would be the next President.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>would</td>
<td>No change</td>
</tr>
<tr>
<td>should</td>
<td>No change</td>
</tr>
<tr>
<td>might</td>
<td>No change</td>
</tr>
<tr>
<td>could</td>
<td>No change</td>
</tr>
<tr>
<td>must</td>
<td>No change or &quot;had to&quot;</td>
</tr>
</tbody>
</table>

Other optional changes

**Example:**

"These are the conditions we should look at.
He said those were the conditions we should look at."
The changing world of work

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
</tbody>
</table>

**Exercise**

*Put the sentences below into reported speech.*

1. “The misuse of this practice is widespread and many workers have very little job security”, said the Union leader.
2. “Can you imagine a situation where we all go to work in the morning and then we come again the next day and have to ask ‘Am I still employed?’” he asked.
3. “People are beginning to realise that excessive use of fixed-term employment affects the quality of work,” remarked the chairman of the Works Council.
4. “Only a very small proportion of researchers are on short-term contracts as most are employed permanently,” added the Director of the Research Centre.
5. “People don’t dare to dispute their boss’s work when they are on a fixed-term contract, for fear of not getting renewal,” he pointed out.
6. “Do you think women are more likely than men to be employed on fixed term contracts?” she asked.
7. “If you look more closely at the situation of women on fixed-term contracts, you find that many young people between 30 and 36 make a decision about having a family”, the HR manager claimed.
8. “Trying to fit children into a career structure is very difficult for women”, said a lecturer at the University.
9. “Sign the petition before tomorrow”, the union leader advised Call Centre teleworkers.
10. “What are the benefits of short-term contracts for a company?” he asked.
Writing a summary of an interview

You are going to read an article that appeared in the ILO’s International Labour Review, then write a summary.

The article, “Which is best for the economy: employment stability or employment flexibility?” analyses the relationship between employment stability and productivity in Europe.

1 Guidelines for writing a summary

*Study these guidelines on how to write a summary.*

A summary is much shorter than the original text. It should communicate the main idea of the text and the main supporting points – written in your own words. The summary should provide someone who has not read the original with a clear and accurate overview of the text.

1. Read the interview carefully and check that you are familiar with the vocabulary.
2. Identify the author’s main idea, argument or position. Pay special attention to the first and last paragraphs.
3. Rewrite the main topic sentence using your own words.
4. Underline the main idea(s) in each paragraph.
5. Identify the ideas that support the main topic sentence.
6. Try to write one or two sentences for each supporting idea.
7. Avoid quotations.
8. Omit all descriptions, minor details and explanations.
9. Do not include your own comments.
10. Rewrite and check grammar and spelling.

2 Vocabulary exercise

*Before you start to work on your summary, make sure you know the meanings of the following words that are underlined in the interview. Read the article then match the words on the right with the meanings on the left. Work in pairs.*

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. salient (adj.)</td>
<td>characteristic</td>
</tr>
<tr>
<td>2. feature (n.)</td>
<td>combined with</td>
</tr>
</tbody>
</table>
The changing world of work

3. tenure (n.) | incorporated
4. advocacy (n.) | to avoid (a duty)
5. to shirk | conspicuous
6. output (n.) | productivity
7. to accommodate | reducing staff
8. coupled with | support
9. downsizing (n.) | job stability
10. embedded (vb. to embed) | to fit in with

3 Now summarise the main ideas that Peter Auer, co-author of the article puts forward using your own words as much as possible. This is a written interview.

ILO online: Has employment become more flexible in Europe?
Peter Auer: Despite a general feeling of growing job insecurity, employment stability remains a salient feature of contemporary labour markets.

In 2002, the average German worker stayed with the same employer for 10.7 years, the average French worker for 11.3 years, the average British worker for 8.1 years, and the average American worker for 6.6 years (1998 data).

Overall in Europe, tenure averaged around 10.5 years during the period 1992-2002, with a slightly increasing trend.

Nevertheless there is also an increase in flexible forms of employment, especially part-time jobs. But many of these part-time jobs are in fact long-tenured jobs, as part-time work is increasingly becoming a regular form of employment in today's economies, though it concerns women more than men. The salient observation is that employment relations are still rather stable, while flexibility has increased at the margin.

ILO online: Does stability pay for companies?
Peter Auer: It is quite remarkable that the average duration of employment is still fairly stable after two decades of intense discussion and advocacy of flexibility. It may indeed be that both employers and workers have an interest in stable employment relationships. The interest of firms could well be productivity.
The changing world of work

ILO online: Is there a positive relationship between stable employment and productivity?

Peter Auer: Up to a certain point. We analyzed differences in the relationship between job tenure and productivity in major Organization for Economic Co-operation and Development (OECD) countries for three groups of workers: those who had been on the job under one year, those with over ten years of tenure and those with more than 20 years. The analysis shows that increasing the share of workers with very short or very long tenure will have a negative effect on productivity.

ILO online: At what point is job tenure no longer productive?

Peter Auer: Our analysis of data for 13 European countries revealed that employment stability has a positive effect on productivity, at least until 13.6 years. After that point, the benefits of increased average tenure on sectoral productivity decrease. Nevertheless, considering wages and productivity, there still seems to be a benefit to retaining the workers beyond 13.6 years, until wages exceed productivity.

ILO online: Why would tenure be beneficial for productivity?

Peter Auer: Stable employment relations induce firms to train their workers, while the structure of compensation induces workers to stay at the firm and not to shirk. The result is an increase in the worker's productivity and the firm's output.

ILO online: But isn't there also a benefit of flexibility, especially in labour markets subject to the impact of accelerated globalization and technological change?

Peter Auer: The flexibility debate has made us believe that flexibility and speedy adjustment between jobs and firms is the exclusive answer, while there is also the possibility of adjustment within jobs or firms, while the employment relationship is maintained. In addition, we see adjustment that is helped by labour market policies. Therefore today, the search must be for the right balance of flexibility, stability and security to accommodate structural change and worker's need for security.

ILO online: What are the benefits of employment stability on the economy as a whole?

Peter Auer: Stable employment relationships can help an economy by ensuring a steady and growing purchasing power and stimulating consumer demand. However, long-term employment relationships are not necessarily associated with feelings of job security. Japan illustrates this finding well, since long average tenure is coupled with a great sense of employment insecurity. There are many causes of this paradox:
economic crisis, downsizing, rising unemployment and media reporting - all affect the perceptions of workers, even those with long-term jobs.

ILO online: What is the role of the social partners?

Peter Auer: Our analysis poses a challenge to the traditional positions of the social partners. Employers should be interested not only in flexible employment relationships, but also in stable ones; and unions should not fear more flexible labour markets if these are embedded in a framework of "protected mobility" that provides lifelong "employability" training and income protection to workers. Indeed, in terms of employment and productivity, employers and unions have more in common than is usually believed. This is a good starting point for social dialogue on productive, decent employment.

Source: www.ilo.org

Article: "Which is best for the economy: employment stability or employment flexibility?" 20/01/06
The changing world of work

Working with video 2

Hanging by a thread

The sequence you are going to watch is an extract from a video entitled ‘Hanging by a thread’, made for the International Textile, Garment and Leather Workers’ Federation by David Browne. It is set in a garment factory in Maseru, the capital of Lesotho.

- Locate Lesotho on the map below and explain where it is geographically situated.
- Find out from the members of your group if they know anything about this country or neighbouring countries.
- What do you understand by the title? How appropriate is it?

Map of Africa provided by: www.worldatlas.com
Comprehension exercise

*Keep written notes of your answers to the questions.*

**Part I (00-00.55)**

1. **Watch the first part of the video without the sound** and describe what you see. The questions below will guide you while you watch.
   1. What are the women doing?
   2. How are the work tables arranged?
   3. What are the working conditions like in this factory (imagine the noise, temperature, pace)?
   4. Describe some of the tasks the workers are carrying out.

2. **Watch the first part again but this time with the sound.**
   1. The reporter uses the metaphor “economic engine” to describe the garment manufacturing industry in Lesotho. What do you understand by this expression?
   2. How many workers did the industry employ?
   3. What state is the industry in today?

**Part II (00.56-1.52)**

1. **Watch the next sequence without the sound.** Note down what is happening. The questions below will guide you.
   1. Where are the workers going?
   2. How are they dressed? Why?
   3. What is the traffic like?
   4. Who owns these companies?
   5. Why are the people gathered by the barbed-wire fence?

2. **Watch the first part again but this time with the sound.**
   1. What was the multi-fibre arrangement (MFA)?
   2. What have been the consequences of the termination to this arrangement?
   3. Which other countries have suffered from this?
   4. To what does the commentary compare the crisis in the garment industry? Explain why.
   5. What are your views on this phenomenon? What do we call it? Is the economy of your country affected by this?
Part III (2.32 – end)

1. **Watch the next sequence without the sound.**
   1. How would you describe the countryside, the town?
   2. Name the shops in the town that you see in the film.
   3. What’s the woman doing with the maize?
   4. Some people still live in __________

2. **Watch this part again but this time with the sound.**
   1. How many workers did the garment factory in the town of Maputsoe use to employ?
   2. “like thieves in the night, the owners fled the country”. Why does the reporter compare the owners to thieves? What is his feeling about the situation?
   3. How has the closing down of the garment factory affected the economy of the town?
   4. Who do the labour leaders and trade unionists blame for what is happening?
   5. How does the reporter qualify the globalisation that is taken place there?
   6. The Deputy General Secretary, Shaw Labakae, warns against the consequences of the employment disaster for the people of Lesotho. What are these consequences?
   7. What percentage of the population is affected by the disease?
   8. What according to Labakae will be the alternative solution for the women workers who have lost or will lose their jobs?
Writing an article on a garment factory in Lesotho

You are a journalist for your trade union and in charge of international affairs. You have just come back from a visit to Lesotho where you met the Deputy General Secretary of Lesotho Clothing and Allied Workers Union. He showed you round the factories and explained the crisis that the textile industry is facing today. On your return home, you decide to write an article for your newspaper on the subject.

The notes from the video exercise and the information you gleaned from your discussions with the other participants will supply you with the contents for your article. The purpose of a news article is to convey facts of an event to an interested reader.

Before you start study the guidelines for writing a news article.

Guidelines for writing a news article

All newspaper articles have a HEADLINE. A headline serves the purpose of attracting the reader's attention. It should therefore be short and provocative. Hook the reader with a clever or surprising statement. Use the present tense.

The story should start with a LEAD PARAGRAPH which is the summary of the story. Most people do not read an entire newspaper article all the way through. Therefore, all the important information is given at the beginning which are the answers to the five W's: who, what, when, where, why.

We call this the inverted pyramid technique.
The changing world of work

After the lead paragraph comes **EXPLANATION AND DEVELOPMENT**. Give details, include quotes. But don’t feel the need to include everything you know, but do include everything your trade union feels is important. Remember that not all readers are familiar with the context of the story, so some background information will be necessary e.g. some history, geography, statistics, economics etc.. This might take two or three paragraphs.

Write in the 3rd person. Use active verbs wherever possible.

In the last paragraph, conclude but do not say “In conclusion”, or “to finish”. Try ending with a quote or a catchy phrase that shows your organisation’s feeling or position about the situation.

*Now look at some newspapers and see if you can identify these features or characteristics in the articles. Your trainer will provide a variety of newspapers for you to look at.*
Predicting: using future tenses

How will the world of work change in the next 20, 50 years?

Maybe...
- More and more people will be working from home.
- Traditional jobs will have disappeared.
- More men will stay at home to look after the babies.
- Manual jobs will have become obsolete.
- English will have been made the official business language worldwide.

If you want to talk about the changes in the future, you’ll need to use these tenses:

The future simple
- Also see Trade unions and Europe, Working with language 1, ‘Talking about the future’
- By 2020, most manufactured goods will come from China.

The future continuous
This is used to express an activity that will be in progress at a time in the future.
- In the next 10 years, more and more people will be working from home.

NB. Some verbs are non-continuous meaning that they do not describe activities that are in progress and therefore are never used in the continuous for instance, verbs of mental, emotional states, sense etc (e.g. know, like, hear...).

The future perfect
It is used to express an activity that will be completed before another time or event in the future, often introduced by the time clause “By the time…”
- By the year 2050, the workforce in Europe will have shrunk by half.
Exercise 1
Predict what will happen in the future as regards the following aspects. Choose the appropriate future tense and the appropriate voice (active or passive). Work with a partner. Write at least two sentences for each of the following area. Share your ideas with the other participants.

The production of manufactured goods

Example:
"European companies will have transferred all production to Asia"

1. The English language
2. The impact of information technology
3. The retirement age
4. The number of men at home
5. The multinationals
6. Women at work
7. The trade unions
8. The environment

Exercise 2
Complete the sentence with the appropriate future tense. In some cases, there may be more than one choice.

1. By 2020, China __________________ the entire garment industry. (to take over).
2. By the year 2015, most manual jobs __________________ obsolete. (to become).
3. In the next 20 years, employers __________________ with a shortage of people with the right skills. (to face).
4. More and more companies __________________ their businesses to encourage flexible work practices. (to adapt).
5. More and more workers _____________ from home. (to work).
6. People over the age of 65 _____________ still ___________. (to work).
7. The majority of businesses believe that women _____________ more _____________ at management level in 10 years’ time. (to represent).
8. The workforce _________________ to shrink. (to continue).
9. What are your perceptions of how the workplace _________________ in the next 10 years? (to change).
The changing world of work

10. Women _____________________a greater role than today. (to play)

11. Workers ______________ increasingly ____________ on their productivity. (to measure).

12. Workers _____________________more skills as a result of the increasing influence of IT in their lives. (to develop).

More men will stay at home to look after the babies
Corporate social responsibility (CSR)

Discuss the questions below in small groups then present your opinions to the rest of your colleagues.

1. Should businesses’ responsibilities be limited to profits?
2. How much responsibility do businesses have for the society in which we live?
3. How far should this responsibility extend to subsidiary companies, subcontractors and suppliers?

Now that you have discussed the question of the social responsibility of a business write a definition of ‘Corporate Social Responsibility’.

Then in the plenary session decide on the best definition.

Start this way:

- “Our group came up with the following definition...” (to come up with = to produce)
- “Our group agreed to this definition ...”
- “We would like to define CSR in these terms ...”
The changing world of work

Before you start the debating in the plenary, think of the expressions you will need to use. For instance, you will need to be able to:

- agree
- disagree
- give an opinion
- give support

Can you think up one or two expressions for each of these functions?

✔ See also Introductory Unit: Language Learning Strategies, pages 33 & 34; Working women, p.21-22)

Now look at the definition or explanation of the concept below. Is there anything you would like to add or change?

CSR basically implies that a company should be accountable for the impact of its activities on society and the environment. Companies or professions ought to be responsible in a wider range of areas such as human resources and environmental issues, sustainable development, waste management, health and safety practices. It is not just the financial responsibilities that companies have towards their stakeholders* for instance making a profit, producing more goods, expanding their activities etc...that is in question here.

*Stakeholders are all the persons (or companies) that have an interest or concern in the business. They are usually the investors, the owners, and shareholders.
Communication activity 2

Defining Corporate Social Responsibility standards

A company that is socially responsible must meet certain standards.

In small groups, draw up a list of these standards and justify your proposals. Present your list of standards to the other groups and then decide in the plenary session on a final list.

Remember that the concept covers responsibility within the company (internal) and towards the environment (external).

Here is an example of each:

- Internal: The right of association for all employees.
- External: The activities of the business do not pollute the environment.

Check study guide for other ideas.

The terms below are all connected to the subject of CSR.

Before you begin the exercise, check that you know their meanings, and if not ask your colleagues.

<table>
<thead>
<tr>
<th>Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>impact on society</td>
</tr>
<tr>
<td>market place</td>
</tr>
<tr>
<td>NGO (non-governmental organisation)</td>
</tr>
<tr>
<td>customers</td>
</tr>
<tr>
<td>pressure groups</td>
</tr>
<tr>
<td>shareholders</td>
</tr>
<tr>
<td>ethics</td>
</tr>
<tr>
<td>campaigns</td>
</tr>
<tr>
<td>local communities</td>
</tr>
<tr>
<td>incentives</td>
</tr>
<tr>
<td>labour rights</td>
</tr>
<tr>
<td>workplace</td>
</tr>
<tr>
<td>sustainable development</td>
</tr>
<tr>
<td>consumers</td>
</tr>
</tbody>
</table>
Communication activity 3

Carrying out a social audit

1. What is social auditing?

Study the definitions below. Which one is the most appropriate, the clearest, and the most comprehensive? Justify your choice.

1 'Social Auditing is a method for organisations to plan, manage and measure non-financial activities and to monitor both the internal and external consequences of the organisation's social and commercial operations.'

2 'Social Auditing is a process which enables organisations and agencies to assess and demonstrate their social, community and environmental benefits and limitations. It is a way to measure the extent to which an organisation lives up to the shared values and objectives it has committed itself to promote.'
Source: Social Economy Agency for Northern Ireland.

3 'Social auditing is the process whereby an organisation can account for its social performance, report on and improve that performance. It in relation to its aims and those of its stakeholders.'
Source: New Economics Foundation.

2. What was the concern that led to the development of this relatively new concept?

Check study guide for more information about this.
Simulation

Group 1

You are an independent auditing agency that has been commissioned to carry out an audit on freedom of association and collective bargaining in a company. The aim of your audit is to spot any indication of anti-union discrimination.

Information about these companies is given below. As part of the audit process you have decided to carry out interviews with:

- the management
- workers’ representatives
- the workers

The first part of the task will be to devise a questionnaire for each of the three categories of staff that you will use during the interview. Below you will find a list of specific problems and areas that your questionnaires will need to explore. Now write the questions for each of these and then decide who you will address the questions to. Your questionnaire should include both open-ended and closed questions.

**EXAMPLE**

- Dismissal, demotion, disciplinary actions against workers’ representatives
  
  *Do you know of any problems that workers have had because they belong to a trade union?*

- Management interference in union activities
- Grievance procedures
- Training opportunities for workers’ representatives
- Facilities for union–management meetings (meeting room etc...)
- Facilities for the workers’ reps (office, equipment – computer, phone etc...)
- Worker committee meetings
- Recent worker committee elections
- Written information to workers about joining a union
- Notice board facilities for union announcements and material
- Workers’ reps freedom of movement on the premises
- Agreements signed with the unions
- Registration of workers’ organisations
Guidelines for conducting an interview

Now, study the guidelines below for conducting an interview.

1. **Introduce yourself** and say who you work for (name your agency).

2. **Explain the purpose** of the interview.

   **Example:**
   My name is ___________. I am an auditor for ___________. We are conducting an audit on ___________/ we are collecting information on ___________.

3. **Ask permission to ask questions** or thank the subject for accepting the interview.

   **Example:**
   Would you mind answering some questions about __________? Thank you for agreeing to talk to us. Can I take up fifteen minutes of your time?

4. **Ask factual questions**

   Record all the important details of the “story”. Use the basic questions of any good journalist:
   Who, what, where, when, why and how?

5. **Ask probing questions.**

   Ask for more details. Encourage the subject to say more.

   **Example:**
   Anything else? Can you explain a little more? I did not quite hear you; would you please tell me again?

6. **End the interview**

   **Example:**
   Thank you for your time. It was very nice meeting you.
Group 2

Your task is to make up a factory profile for a garment factory "Stitch and Zip" in Kisumu, Kenya, and role cards for the manager, the worker representative and an ordinary worker.

**Invent the following information about the company:**

- Geographical location of the factory (your trainer will supply you with the information)
- Ownership
- Goods manufactured
- Where the goods are exported to
- Number of production workers at the facility? Men or women
- General working conditions

**Information about the company that you will need to complete:**

1. There is workers’ representation in the factory. Describe how it is organised.
2. Some anti-discrimination actions against workers’ reps. Describe what they were.
3. There are no facilities for worker committee activities (e.g. no meeting room, equipment etc.).
4. Limited access to the various sections of the factory.
5. Irregular meetings with management.
Information for the role profiles:

Write out the role cards using the information below. Expand on the information given. You may add your own ideas and details.

The manager:
- Very directive and paternalistic management style
- Anti-union attitude. No need for unions, workers are free to come and see the manager if they have problems
- Argument: as there is very little employment in the region, workers are very grateful to have a job. Entire families are employed in the factory
- Advantages: generous bonuses are allotted to good workers

Workers’ representation:
- Propaganda and threats against the union
- Bonuses to union members if they stop their union activities
- Transfer and demotion for some union members and sympathisers
- Meetings with the manager are held in his office. Claims are never acted on.
- Very little negotiation
- Meetings with the workers are organised off the premises

Worker
- Was hired as an apprentice
- Has been with the company for the last two years
- Her husband also works in the company
- Low wages, piece-rate system
- Bad working conditions (noise, heat, faulty machines)
- A lot of overtime
The changing world of work

Preparation phase

Group 1: The auditors

Decide on the questions to ask and write the questionnaire.

Group 2: The Company “Stitch and Zip”

Invent a profile for the company. Write this out. The trainer will need to help you with the writing and supply you with information about Kenya and the town of Kisumu.

The company profile is given to the auditors as background information before the interviews.

Write the role cards for each of the three characters. Give each member his role card.

An example for a class of 12 participants

Divide the group into sub-groups of six: three auditors and three members of the company. Form pairs with one auditor and one member of the company. The other participants observe the interviews and take notes. There will be two observers for each interview. Run the interviews simultaneously. Interviews last about 15 minutes.

At the end of the interviews, the auditors get together and share the information they have collected. The observers do likewise.

Further discussion

Divide the participants into two groups, each of which will deal with one of the questions below. Each group will present their ideas in bullet form on a flip chart and comment.

1. What are some of the difficulties auditors are faced with when they try to carry out an audit in a company where freedom of association and collective bargaining are not respected? Note that auditing not only involves interviews with the staff but site inspection visits and also document review (agreements, minutes of meetings, company policies, personal files).

2. What can the trade unions do to promote and support social auditing in countries where freedom of association and collective bargaining are either not allowed from the start or not respected?
Looking back

Now you have finished this unit you should be able to ...

- analyse the effects of globalisation on the work environment
- define trade unions’ role in protecting employment in the global marketplace
- describe the structure of one’s organisation and how it affects work relations
- present a written and oral summary of a topic
- predict and anticipate change to come