

INTERNATIONAL MANAGEMENT ENGLISH

Leading People

Steve Flinders



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International Management English

Leading People

Steve Flinders



York Associates

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Introduction

At York Associates, we always aim to develop the skills which help professionals to do their jobs better. In recent years, we have worked hard to enrich our Business English and professional communication training with intercultural content. More recently, we have included a focus on important interpersonal and management skills for listening, building relationships and trust, influencing, etc.

Our approach is built on the premise that good communication is vital to achieving results at work. Effective international communicators need a blend of language, professional communication, intercultural and management skills to be successful.

Welcome to *International Management English*, a new series published jointly by York Associates and Delta Publishing. The four titles in this series are:

- *Leading People*
- *Managing Projects*
- *Working Virtually*
- *Managing Change*

Each book includes either one or two audio CDs.

Professional language training with a management focus

Each book consists of eight units of study, containing four main sections per unit:

- **Section A: Discussion and listening**
Engaging and relevant content in areas of international management and teamwork
- **Section B: Communication skills**
Opportunities for the practice of key skills in areas such as conflict management, team building and giving/receiving feedback, as well as more familiar topics such as presentations, meetings, negotiations and writing e-mails
- **Section C: Professional skills**
Authentic texts from leading management writers and thinkers, designed to encourage reflection and debate among readers
- **Section D: Intercultural competence and Case study**
A focus on raising intercultural awareness, followed by illustrative case studies which are drawn from the authors' experience of the international business world

In addition, the book offers:

- a strong emphasis on vocabulary learning, with glossaries of key terms at the end of each unit
- practical tips on how to improve performance at work
- the opportunity to use a learning diary, which encourages the setting of realistic goals to implement the learning points from each unit.

At the end of the book, the Word list provides a useful list of key words, referenced to the page where the term is defined.

Having worked through the book, you will have developed not only your business language skills but also your ability to communicate and manage real challenges in your international working environment.

To the teacher

The four titles in this series represent a new development in ELT. They broaden the scope of teaching to include highly relevant management topics and skills. The materials are not only engaging for teachers, allowing them to introduce and develop new management communication skills in an ELT classroom; students are also motivated as they learn how to manage real professional communication challenges which they face at work on a daily basis.

Each title is designed primarily for work with both small and larger groups, but can also be used in one-to-one situations and has many features which will support self-study.

Across the eight units of each title, there is a strong focus on developing fluency and skills to communicate effectively in real work situations. There are opportunities to practise listening, reading and writing skills. The intercultural case studies in Section D are drawn from real-life examples and provide engaging discussion and problem-solving material for the ELT classroom.

There is online support for trainers (www.delta-publishing.co.uk/resources) in the form of notes for each unit, which provide background information on the management topics and skills presented. There are also podcast interviews with the authors in which they discuss the ideas in the different titles, with practical tips for teachers on how to deal with the various topics and skills in the ELT classroom.

A final word

To both learner and teacher, we would like to express the hope that you find the materials stimulating, and that they help people to communicate more effectively at work.

Learning diary

Accelerate your learning by using this 'learning diary'. Make eight photocopies of this page, one for each unit. Note down important new words and expressions from the unit as you study. Make notes to help you remember any good advice you get on how to communicate and be effective across cultures. Then decide on some actions you can take to help to consolidate the things you have learned.

Unit number: _____

1 Language

Important (new) words and expressions for me from this unit are:

2 Professional communication skills

Important (new) expressions and communication tips for me from this unit are:

3 Intercultural competence

Important information/tips to be effective across cultures for me from this unit are:

4 Actions

To help me to consolidate all the learning points above, I need to:

Needs analysis

Introduction You can use this Needs analysis to help you think about how to make the most of this course and to maximise your learning.

Your communication network First, think about who you communicate with in English. Draw a communication network showing the individuals or groups of people with whom you communicate in your work. Follow the example and note down the medium of communication you use, e.g. face-to-face, phone, e-mail, teleconference, etc., for each of them.



weekly team meetings, face to face, informal chats in corridor and during lunch, occasional evening social events. E-mail contact with team members in Brazil.

Think about your communication network. Have you got your priorities right? Have you got the type of communication right in each case? Are you spending the right amount of time communicating with each individual or group?

Your communication needs What do you have to do in English? Think about your communication profile in English as you complete these tables. For frequency, use a scale of 1 to 5 (1 = never, 2 = occasionally, 3 = sometimes, 4 = often, 5 = very often). For difficulty, use another scale of 1 to 5 (1 = very easy, 2 = easy, 3 = sometimes causes problems, 4 = difficult, 5 = very difficult). Where are the biggest gaps?

Leadership skills

skill	frequency	difficulty
Building a team		
Giving direction		
Organising people		
Defining roles for people		
Providing support for people		
Giving and receiving feedback		
Representing the team		

Professional communication skills

skill	frequency	difficulty
Presenting		
Meeting		
Negotiating		
Telephoning		
Socialising		
E-mailing		

Interpersonal skills

skill	frequency	difficulty
Building relationships		
Networking		
Building trust		
Influencing		
Making decisions		
Managing conflict		

Your language and communication challenges

You lead people in an international context and you use a foreign language to do so. Think about and write down what the biggest language and communication challenges facing you are:

- 1
- 2
- 3

Your intercultural challenges

What are the biggest intercultural challenges that you face?

- 1
- 2
- 3

Your current learning objectives

What would most help you to improve your ability to communicate effectively in an international context? Think carefully about this question and then write down your answers.

- 1
- 2
- 3

Your future learning targets

As part of your learning plan, what targets can you fix for yourself? Start a learning diary (see page 5) and set targets for your future learning using this frame:

- In one month's time, I aim to be able to
- In three months' time, I aim to be able to
- In six months' time, I aim to be able to
- In one year's time, I aim to be able to

Becoming a better manager

True leadership must be for the benefit of the followers, not the enrichment of the leaders. In combat, officers eat last.

Robert Townsend (1920–1988),
CEO of Avis and author of *Up the Organisation*

AIMS

- A To understand what makes a good manager
- B To study effective communication techniques
- C To reflect on the skills good managers have
- D To learn some basic tools of intercultural communication

A Discussion and listening

Think about it 1 Who have you managed, and in what situations? Give your partner a brief summary of your management experience.


2 Which of these words and phrases do you associate with managing? Compare your answers with a partner.

boring
challenging
difficult
easy
exciting
rewarding
something you're born with
something you can learn




Marcus Aurelius, Roman emperor (161–180 AD) – a great leader and a great leadership thinker

3 What do you think makes a good manager? Work with a partner to produce what you think are the eight most important qualities and skills of a good manager. Then compare your results with those of other pairs.

Listen to this 4  1 Listen to an interview with H       Baron, Director of Human Resources in a large French company. She talks about becoming a manager.

- a What is H      's first definition of a manager?
- b What is her other definition?
- c Does she think we can teach people to manage?
- d What choice should we all be encouraged to make?

5  2 Listen to the second part of the interview and answer these questions.

- a How did she feel when she first became a manager? Why?
- b What is MBWA?
- c What else did she learn?

Focus on language 6 Complete these sentences with the correct form of the word *manage*.

- a She doesn't have a lot of experience but I'm sure that one day she'll make a good
- b He's quite new to , so you would expect him to make a few mistakes at the beginning.
- c He showed few qualities while he was in the post.
- d Some of the people in that department can be so difficult that sometimes they are hardly

7 Complete each of these typical word combinations with the correct form of *manage* so that they match the definitions.

- a buyout when a company's managers buy the company they work for
- b director the top manager in a company
- c marketing the person in charge of marketing in a company
- d fund an insurance company investment fund for small investors
- e middle the organisational layer between junior and senior in a company
- f board the senior committee responsible for the day-to-day operations of a company
- g experience what you need to be a good manager
- h micro-..... to direct and control people in a very detailed way

8 Match the verbs (1–10) with the words or phrases (a–j) to make a list of management qualities.

A good manager ...

- | | |
|----------------|---------------------------------|
| 1 has | a clearly. |
| 2 builds | b objectives. |
| 3 gets | c mistakes and recognises this. |
| 4 implements | d roles clearly. |
| 5 adds | e shocks. |
| 6 communicates | f value. |
| 7 makes | g a vision. |
| 8 sets | h trust. |
| 9 defines | i strategy. |
| 10 absorbs | j results. |

9 Describe a good manager you know. Try to use words and phrases from this section.

Let's talk 10 What is your management profile? Create a brief profile of yourself and present it to your partner.

<ul style="list-style-type: none"> • Management experience before full-time employment: • Years of management experience: • Different management positions: • Number of people responsible for: 	<ul style="list-style-type: none"> • What I like about managing: • What I don't like about managing: • As a manager, what I'm good at: • Where I need to improve:
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Think about it 1 Which of these do you spend most time doing in English?

- a presenting
- b taking part in meetings
- c leading meetings
- d writing
- e telephoning
- f tele- and video-conferencing
- g business socialising
- h other

Which do you like most and least?


Share your answers with a partner.

Listen to this 2  **3** Jeremy Comfort is an expert in international communication. He helps managers all over the world to communicate more effectively at international level. Listen to him talking about the Four Ps of business communication.

- a Note down what the Four Ps are.
- b Why does Jeremy think that people should spend more time thinking about communication?



Jeremy Comfort

3  **4** Jeremy talks about the nine stages that different communication situations have in common. As you listen, write down each of the stages (a-i).

Focus on language 4 You are planning an event and need to communicate with others about it. Complete the table on page 11, matching statements a–d to the Four Ps.

- a Different people – especially ones from different cultures – may have different ideas about *how* the event should be managed. We mustn't take it for granted that the way we do things is the same as the way they do things. We need to agree on rules and procedures at the start.
- b Everyone needs to be clear about who does what. We need to know what contribution each of us is expected to make.
- c We have to think carefully about what needs to be done in advance in order to make the event a success.
- d We have to be clear about the aims of the event, and we have to make sure that everyone understands and accepts these. (If they don't, we may have to negotiate new ones.)