

Unit 2: Leadership

Reading: When to terrorise talent

Grammar: Articles

Listening: Qualities of successful leaders; managing people

Career skills: Getting things done

Culture at work: Being direct

Dilemma: Mission: Impossible?

This unit looks at the qualities, skills and experience that effective leaders need. It also looks at different management styles and focuses on the aggressive management style sometimes used by managers of football teams. Organizations may need different types of leadership at different periods in their development: the type of leader needed to head a successful firm might be quite different from the ruthless person needed to turn around a failing company. Even so, in most organizations, change is necessary for continued success, and the people who can lead that change are key. A common question is whether a good leader is necessarily a good manager (and vice versa). In some cases, one person can combine both roles and qualities, but this is relatively rare. Therefore, it may be wise to ensure that an organization has a team of top managers/ executives with the right mix of complementary skills. There are differing views on the best way to motivate and inspire employees, e.g. leadership by example, inspiring respect / affection / fear, financial reward, non-financial reward (respect, status etc.). The most appropriate way of motivating staff may differ according to the situation and the personal and cultural background of those involved. However, there is a certain amount of agreement on how to delegate effectively; the most common mistakes are reluctance to hand over control / responsibility to other people, or handing over work without giving sufficient information.

Introduce the topic by asking Ss to name some great leaders from different areas: politics, education, sport, armed forces, business etc. Ask Ss to brainstorm what they think makes a great leader. Write their ideas on the board. This unit is going to look at the management style of sports managers as well as other managers. Do Ss think there are differences between leading / managing people in sport, politics, business and / or other areas? Explain that the title *Terrorising the talent* refers to a style of management through inspiring fear. Draw Ss' attention to the glossary.

Warming up

2

Suggested answers

1C 2B 3A 4A 5B/C

3

Leadership models	Advantages	Disadvantages
Close supervision	Monitor staff's performance	Push the staff too hard.
Freedom and flexibility	Make staff feel comfortable and work efficiently	Hard to manage staff
Material and spiritual rewards	Give staff a sense of achievement	Increase the cost

Understanding the text

1

Inspiring fear in others, providing some kind of emotional kick (stimulus), personal fear of failure or of looking stupid

2

- 1 F
- 2 T
- 3 F
- 4 F
- 5 T
- 6 T
- 7 T

Language work

1

1 C 2 E 3 B 4 F 5 G 6 D 7 A

2

1 manager 2 coach 3 directors 4 workers
5 chief executive 6 subordinates 7 staff 8 employee

3

Ask Ss to read the article again and to complete it with words from Exercise 1 and 2. Ss might need to change the form of the words slightly, e.g. from singular to plural.

- 1 manager
- 2 staff / workers / employees
- 3 fear / terror
- 4 upset / hurt
- 5 employees / staff / workers
- 6 motivates / inspires
- 7 staff / employees / workers

8 subordinate

4

1 with 2 of 3 on 4 into 5 on 6 to 7 by/with 8 to 9 in 10 to

5

- 1 Compared with management tactics in most businesses, management tactics in sports are more public.
- 2 John Patterson is a man who built NCR early in the 20th century and nobody reaches the standard set by him.
- 3 Terror in the workplace appears again these days.
- 4 Tony Couchman, who works as a headhunter at Egon Zehnder in London, recalls the board of the firm with a chief executive and the chief executive is rarely questioned or challenged by his directors because he is so dominated.
- 5 Mr. Collins points out that people who are not employed by companies also fear failure.

6

- 1 足球更衣室是老式管理模式最后的容身之处了。
- 2 现代法律对变相解雇和员工骚扰的相关规定终结了这种情况。
- 3 经济增长时期，畏惧的心理被隐藏了。
- 4 …… “畏惧心理可能会阻止人们冒险，但也能刺激人们迎接挑战”。教练们需要找到恰当的平衡，才能培养出人才。
- 5 这种畏惧的心理对于具有创造性的艺术家很常见。对于员工即产品的专业服务机构，他们需要管理众多脆弱的心灵，这种畏惧心理也很常见。

7

- 1 If such a thing should happen again with you, or any of the others, it means instant dismissal.
- 2 The headhunter's job is to identify these candidates and get them interested in working for the client company.
- 3 After a series of failures, he decided to make a comeback.
- 4 My husband was made redundant last year.
- 5 Another survey found that 51 per cent of women had experienced some form of sexual harassment in their working lives.

8

- 1 use→used
- 2 give→given
- 3 advertise→advertise for
- 4 However→Moreover

- 5 pick→picking
- 6 last→least
- 7 lot→lots
- 8 Once→Every
- 9 that→which
- 10 has→have

9

1C 2A 3B 4A 5C 6C 7B 8D 9C 10D

10

1B 2A 3C 4B 5A

Grammar in use

1

- 1 I have a job in a leading design company.
- 2 Gabi Hart is a director.
- 3 A manager is not the same as a leader.
- 4 Employees don't want to be led; they want to be managed. CORRECT
- 5 Does fear really motivate people to do better in their work?
- 6 Most managers learn from experience.
- 7 Bob is one of the youngest managers here but he's also one of the best.
- 8 Culture can affect attitudes to management. CORRECT
- 9 The newspaper article I read on the train this morning was very positive about management today.
- 10 I don't know of many really strong leaders in the world at the moment. CORRECT

2

Suggested answer

Would you do me a favor?

Dear Mike

I'm going to be at a conference for the rest of the week. Would you do me a favor and deal with a few things for me while I'm away? Would you mind asking Jason Black to leave his report on my desk for when I get back? Also, I'd really appreciate it if you could also let the sales team know tomorrow's meeting has been postponed until next Wednesday.

Thanks

Franz

3

1 a 2 Ø 3 an 4 the 5 Ø 6 Ø 7 Ø 8 the 9 a 10
the 11 a 12 the 13 a 14 The 15 the 16 a 17 a or Ø 18 Ø 19
Ø 20 an 21 an 22 Ø

Listening

Listening 1

1

1 C 2 D 3 F 4 E 5 A 6 B

2

- 1 inaccurate information
- 2 devising an effective strategy
- 3 present clear ideas and a clear vision persuasively
- 4 who'll work best in which post
- 5 create leaders; inspire loyalty

Scripts:

Listening 1

1. Many judgments have to be made on the basis of inaccurate information. Leaders often have to deal swiftly with conflicting demands without being sure of their facts. People who can't bear to cause pain or risk making enemies, or who need to be 100% sure before making up their minds, don't make good leaders.

2. Leading a large company, and dealing quickly with complicated and many-sided issues is a real challenge. Understanding the crucial point in complex situations is essential for devising an effective strategy. In order to survive demands on time and attention, a leader must be able to focus on what really matters.

3. A leader who can talk to all kinds of people—shareholders, the media, company employees, and so on, is essential. Motivating a large workforce requires an ability to present clear ideas and a clear vision persuasively. A leader who can't inspire trust will find the task difficult.

4. Well, Lord Stevenson, the chairman of the bank HBOS (and also of Pearson, which partly owns The Economist), says that he spends perhaps three-quarters of his time getting to know the top 150 people where he works. This shows that knowing who'll work best in which post is one of the key tasks of leadership.

5. People learn far more about leading from a good leader than from a great book. So, effective leaders need not only to see where the abilities of a particular individual would be best used; they also have to be teachers to those around them. That's the way to create leaders at many levels in an organization.

6. As a leader you need an ability to work with people who may be better at their job than you are at some aspects of yours, but you still need to be able to guide and motivate them. Leaders who are jealous of their followers don't inspire loyalty. Successful leaders need to be able to say, 'I don't know what to do next,' without losing the respect of their colleagues.

Listening 2

1

- 1 David appears to think the secret of good leadership is being very involved in what his staff are doing, setting them goals and delegating, but ensuring that he makes important decisions and is in control.
- 2 David appears to have a paternalistic attitude to his staff; he treats them as if they are his children. His aim is to help them to develop independence but he likes to be consulted and to make major decisions.

2

- 1 David motivates his staff through a performance related bonus scheme and paternalistic interest in what they do.
- 2 He has regular meetings to check that people are on track and appraisal meetings to evaluate work that has been done.
- 3 He arrives early to design the daily work schedule of each team member.
- 4 David's staff consult him when they run into problems and he makes the important decisions.
- 5 See above for David's views on leadership. There appears to be some inconsistency in what he says. He talks about delegation and giving employees space—but David appears not to give people space or allow them any autonomy.

Scripts:

In my department we set clear goals and targets for a fixed period of time. We try to make it worth people's time to reach those targets through our performance-related bonus scheme. We have regular meetings to see if everyone is on track during that period of time and at the end we have an appraisal meeting to evaluate the work that has been done. Naturally, if we find that the deadlines were too tight or things didn't get done because of factors beyond our control, we sometimes adjust schedules to more realistic time frameworks.

I like to get in early before the rest of my staff and design the daily work schedule of each team member. That way I feel very much in control and that I have a hand in every task. My staff know that I like to be involved in every decision and they always consult me when they run into problems. We've been working successfully like this for years in the company and I find that it reassures people to have a strong leader heading operations. They have their own responsibilities, naturally, but when it comes to the important decisions it's me who makes them.

In my view, one of the most important things to learn as a manager is how to delegate. That way you get people to feel that they are a part of a team and it gives them a real sense of belonging and that, in turn, generates responsibility towards the organization. So you've got to give employees the space they need so they can take initiatives and really move things forward. If you've recruited the right people for the job then you should let them get on with it!

Career skills

Ss read the Career skills box. Ask Ss if they have ever been given direct orders and how they felt. How did they feel when softer language was used? Using a softer approach and being persuasive means not only using language which is more similar to a request than an order; it also often means giving people a reason for getting involved, e.g. *It would be a great help if you could get the report done by Friday. It needs to be at HQ by the beginning of next week.* Ensure that Ss are confident with language for making requests. (See Language focus below.) This means not only being confident about form but also about use. Ensure that Ss understand the meaning of *tentative*: a tentative request is one where the speaker does not appear confident it will be fulfilled. In British English, tentativeness is often a sign of politeness.

Language focus: Making requests

The following request phrases range from more direct to less direct / more tentative.

Can you ... / Could you ...

Do you mind ...-ing / Would you mind ...-ing

Is there any way you can / could ...

Would you do me a favour and ...

It'd be a great help if you could ...

I'd really appreciate it if you could ...

I don't suppose you could ... , (could you?)

NB:

Mind is followed by *-ing*

I'd appreciate ... is followed by *it*

1

1 I was wondering whether you could

2 I don't suppose you could

3 Would you mind putting

2

Suggested answers

1 I'd really appreciate it if you could get it done by Friday. Otherwise, some of the people it's intended for won't be available any more.

- 2 Would you do me a favor and ask her to come and see me? I need to talk to her about her expenses.
- 3 Would you mind mailing it to my home address? Then I can look at it over the weekend.
- 4 Do you mind not spending so much time on that? Something else urgent has come up that we'll need to move onto.
- 5 Is there any way you can enter that on the database? Then everybody can have access to the figures you've compiled.

3

Suggested answers

- 1 Is there any way you can hand in the completed report today? It's very urgent and you may not be aware of the serious consequences for this department if we don't get it sent off soon.
- 2 Would you mind working with Katia on the project? It really needs two experienced people like you and Katia. I'm aware that you don't get on too well but the project will suffer if we don't have the people we need on it.

Scripts:

One

A: Hi, Sally. I've been looking for you.

B: Oh, hi Tom. What can I do for you?

A: We're falling behind schedule on the new project and I was wondering whether you could do some overtime this week?

B: Sure, how much do you need?

Two

A: Alan, it's Michelle. I'm on holiday next week so I'm doing my monthly report early. I don't suppose you could give me your report early as well, could you?

B: Shouldn't be a problem. I'll do it tomorrow.

Three

A: So, Peter, we need to cut costs by at least ten per cent?

B: It looks that way, yes.

A: Would you mind putting together a brief report identifying a few areas where we can make some savings?

B: OK. When do you need it by?

Culture at work

Ask Ss to read the information and discuss the questions in small groups / pairs. Encourage them to give examples from their own experience where possible. Directness can be interpreted as rudeness by people of certain cultures. On the other hand, people

from direct cultures can find indirectness confusing or frustrating. You may find it helpful to look at the Culture at work table from the Skills book below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills book. Use the discussion of cultural issues to lead into Dilemma and Decision, about a Japanese–French venture.

Before Ss look at the table, ask them about their views on directness:

- In your culture, is there a tendency to be direct or indirect?
- Can you think of any other cultures which are similar in this respect?
- Can you think of any cultures which are very different from yours in this respect?
- Give examples of experiences when you have noticed this difference.
- How did these experiences make you feel?
- Do you prefer to be direct or indirect?

Then asks Ss to look at the table about being direct. Elicit further examples of direct / indirect language in English. Ensure that Ss realize that the language used to make a request is not only dependent upon culture (see Levels of directness above).

	Direct	Indirect
Form of request	Prefer to use the imperative: e.g. Send me your report this week, please.	Prefer question forms: e.g. Could you please send me your report this week?
Use of expression	Make simple statements and use fewer words: e.g. I need those figures today.	Use more wordy expressions: e.g. I was wondering if you could let me have those figures today? It would really help if you could ...
Please and thank you	Use <i>please</i> and <i>thank you</i> less often.	Use <i>please</i> and <i>thank you</i> frequently.

Look at the following ways to make the same request. Which would you use to talk to a colleague?

Very indirect • I'm so sorry to trouble you. I wonder if you would mind getting me those figures?

- Do you think you could possibly get me those figures, please?
- Would you please get me those figures?
- Can you get me those figures?

Very direct • Get me those figures.

Dilemma: Mission: Impossible?

Ask Ss to read the Dilemma brief and look at the accompanying graphs. Check comprehension of difficult vocabulary (*consecutive, soar, tough, results-oriented*). Give Ss a few minutes to think about what the different view points of the people might be. Then ask Ss to summarize the situation.

Task 1

Put Ss into two groups. Group A represent Louis Schweitzer, the CEO of Renault. Group B represent Carlos Ghosn. Ss read their respective brief. All Ss read about Japanese culture. Then ask Ss to summarize the cultural difficulties a foreign CEO at Nissan might face and to suggest additional cultural factors that need to be taken into account, e.g.

- change from outside may be perceived as an attack
- language difficulties
- clash of direct / indirect cultures
- slow decision-making that takes place outside a formal meeting context
- imposition of a foreign CEO may mean loss of face for the existing CEO and related anxiety for other workers
- resistance to outsiders
- lack of understanding of Japanese culture by an outsider.

Ss A work in pairs or small groups; Ss B do the same. They prepare a list of issues as requested in their brief.

Potential arguments in favor of Carlos Ghosn accepting the position (Group A):

- He might be more successful than a Japanese CEO because he would have more freedom to break conventions.
- If he succeeded, it would mean world recognition.
- If he failed, it could be interpreted as a cultural issue rather than a personal failure.

Potential requirements of Carlos Ghosn (Group B):

- Total support from Renault for the proposal
- Financial support from Renault for Nissan during the turnaround period
- Guarantee of the top job at Renault following the Japanese assignment regardless of success or failure.

Task 2

Then ask Ss to use the information to help them prepare proposals and supporting arguments for a discussion between Louis Schweitzer and Carlos Ghosn. Refer Ss to the Useful phrases box but stress that in this case persuasive arguments are more effective than specific phrases.

Task 3

Ss now combine in new pairs, comprising A and B. A tries to persuade B to be put forward for the role as CEO of Nissan. B considers and responds to the proposal and specifies his / her own requirements.

Decision

Ask Ss what they think happened in real life. Then ask Ss to listen to Rachel Ellison speak about the Nissan story. Were Ss correct in their predictions? Ss listen again and give reasons why the event ended as it did. Ask Ss for their views on what happened.

Write it up

Ask Ss to write up the outcome of the discussion in an email. The record of the discussion is similar to informal minutes in some ways. Give each S a photocopy of the Writing preparation framework below; then use the Writing focus below to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to use the Writing feedback framework below when marking Ss' writing.

Writing preparation framework

Student:		Date:
Lesson focus:		
Type of writing e.g. formal / informal letter / report / memo?		
Who am I writing from?		
Purpose		
Target reader		
Structure and organization • Is there a typical structure and layout that I can follow? • What sections should I divide my document into? • What can I do to ensure layout supports my message?		
Style • Formal / informal / neutral style? • Tone?		

Useful phrases	
Checks Have I checked my writing for: <ul style="list-style-type: none"> • logical structure? • clarity of ideas? • accuracy of language? 	

Writing focus: Summary of discussions

1 First be clear about the perspective you are writing from.

(In this case, Ss are either Louis Schweitzer or Carlos Ghosn.)

2 Every time you start to write, you need to ask yourself two questions:

a What is the purpose of this piece of writing?

b Who am I writing to?

(Here Ss are writing to summarize the action agreed in the discussion about heading Nissan. The purpose is to ensure there has been no misunderstanding and to formalize what each party agrees to do. In a way, such an email acts as unofficial minutes of the meeting that took place. The writers are writing on an individual basis; however, such emails may be made public at a later stage, particularly in the event of a dispute, so there needs to be awareness of a potential secondary audience.)

3 Look at the section on Emails of the Style guide below. Notice the suggested structure of an email:

From / Date / To / Cc / Subject

Attachment

Opening

Body of the email

Closing

Name and job title

This provides the external structure. You also need to plan the paragraphs you are going to divide your email into.

(An appropriate structure might be:

Opening [reference to meeting]

Reference to concerns

Action to be taken by Louis Schweitzer

Action to be taken by Carlos Ghosn

Close [including reference to future contact].)

4 What style should the email be written in?

(As it says in the Style guide, the language in an email should be simple and concise. A neutral / semi-formal style is appropriate here, avoiding contractions and informal vocabulary. This email functions as a record of the men's discussion and so shares some

of the characteristics of informal minutes. In informal minutes, it is important to summarise the message rather than report every word; the focus is usually on action to be taken, e.g. Mr X to approve the agreement by 13 Nov 05. (You may find Writing 5 in the Skills book and the related teacher's notes below helpful.)

5 What words and phrases might be appropriate in the email?

(Clear, short sentences are appropriate—though a range of linking words could be used to connect ideas in the early paragraphs. Action points are usually written as separate points without linking words, e.g. Y to accompany X on the first visit to Japan. Z will provide appropriate financial support during the first two years.)

6 Now go ahead and write the email.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Emails

Email is one of the most commonly-used forms of communication in the international business world. It is used extensively within companies to circulate information, requests, results, instructions, recommendations, minutes of meetings, etc. Email is an effective, rapid and relatively cheap means of communicating with customers and suppliers, both nationally and internationally. Because of the brevity, rapidity and relative informality of emails, it is important to check that all information has been given and that the tone is appropriate.

Layout

The emails opposite show where the following different components appear(though a–g may be in a different order depending on the system being used).

a name of the person sending the email

b name of the person / people the email is addressed to

c person / people who will also receive the mail though it is not addressed directly to them

d person / people who will receive a copy without other people knowing

e date (and time)

f information about the content of the email

g files, documents, etc. sent separately rather than included in the actual message or body of the email

h opening

I body of the email

J closing

k name and job title

Language styles

Emails are usually shorter than other forms of communication and the language is simple and concise.

The tone for emails to superiors or people outside the company should be formal. But 'in-house' emails between colleagues can be semi-formal.

When replying to mails, it is important not to reply simply 'yes' or 'no' to questions without referring back to the question and not to use pronouns out of context. However, if returning the sender's email with your reply, by using 'Reply', the sender will have their original to refer to.

Useful phrases and notations

Opening and closing

For semi-formal emails, *Hello* and *Hi* are common openings and *Best wishes* or *All the best* are often used to close.

When writing to several people, you can address the group, e.g. *Dear Project Managers...*

Formal emails, like letters, start with *Dear Sir / Madam* or *Dear Mr / Ms X* and close with *Yours sincerely* or *Yours faithfully* as appropriate.

Exchanging information

Are you going to Tuesday's Production meeting at 10am?

Could you mail me the sales figures for last month by 4pm?

Here is the brochure on the new product you asked for (see attachment).

I'm sending you the board's recommendations with this mail.

Please note that today's appraisal meetings have been cancelled. They will be rescheduled for the same times next Monday.

Just to let you know, I sent the attached minutes of Tuesday's Production meeting to all the participants.

Replying to emails

Thank you for your mail.

I got your mail, thanks.

Sorry I didn't get back to you yesterday but...

Yes, I will be at the Production meeting at 10am Tuesday.

Thanks for the information about the appraisal meetings. I'll make a note of it.

Writing 5 in the Skills book

Headlines

Minutes

DCE Meeting

June 14th

Minutes of the marketing group meeting held on October 25th at 08:30, in room 1410

Who was at the meeting:

Participants: AB, CF, DJ

❑ Present: Muriel Peters (Chair)

Roger Castle (General Manager)

Phillip Payne (Company Secretary)

Board members: Lisa Tomas, Hannah Bloom, George Pulenck ...

Apologies were received from: Isla McGregor, Barry Gardiner

First agenda point

❑ 1 Minutes of previous meeting

The minutes of the previous meeting were approved and signed by the Chair.

2 Matters arising

There has been no action on monthly reports. Reports are being sent quarterly as before.

It was agreed that reports would be sent monthly starting from next month.

❑ Reviewed action list from previous meeting.

No action yet on monthly reports. Monthly reporting will start from next month.

Ending

❑ AOB Procedure for claiming expenses will be reviewed.

JD to send a memo to all before next meeting.

❑ Any other business

GM enquired about expenses. The procedure for claiming expenses will be reviewed and a memo sent to all before the next meeting.

Date of next meeting: 5th July at 10:00

Teacher's notes

Minutes are a written record of a meeting. They usually record when the meeting took place, who attended, what was discussed and what the outcomes were (decisions and action points). However, the format of minutes can vary and some organizations and cultures treat them more formally than others.

The following may be important when writing minutes:

- The reader (What is their relationship to the writer? What is their level of knowledge of the subject and their level of English?)
- The purpose of the minutes (Do they need to be a comprehensive summary in order to inform people who were unable to attend the meeting? Are they an official record of the meeting? Or are they simply a reminder of points for action?)
- The structure of the minutes (use of headings, numbered points etc.)
- Clarity, conciseness, consistency
- The level of formality
- Accuracy (grammar, spelling, punctuation).

Cultural attitudes (varying according to national culture and also organizational culture) may have an impact on the following:

- Use of minutes
- Length of the minutes
- Speed with which minutes are produced and circulated after the meeting

- Formality of language and procedure.

Writing feedback framework

Student:		Date:
Lesson focus:		
Planning <ul style="list-style-type: none"> • Clarity of purpose? • Achievement of objectives? • Appropriateness for target reader? 		
Layout <ul style="list-style-type: none"> • Appropriateness of layout? e.g. formal / informal letter / report / memo • Clarity of layout? (paragraphs, headings, white space, bullets) 		
Organization and clarity <ul style="list-style-type: none"> • Clear points? • Organization? • Support for main points? • Sentence length? • Conciseness? • Linking of ideas? 		
Language <ul style="list-style-type: none"> • Accuracy? • Range? • Appropriateness?(formality / tone) 		
Other comments		

Email/action points: Suggested answer

From: Louis Schweitzer

To: Carlos Ghosn

Date:

Re:

Action points from our meeting yesterday

Carlos

I really appreciated meeting up with you yesterday and having such a challenging and constructive discussion.

This email summarizes my understanding of the points raised at our meeting and outlines some action points going forward.

I opened up a discussion regarding the role of CEO at Nissan, and asked whether you would be interested in taking on this role. You expressed some strong concerns regarding:

- a possible conflict of management styles
- whether you would be sufficiently empowered to make the organizational and contractual changes that you consider essential in order to turn Nissan around
- the support that you would receive in taking on this challenging role
- the recognition that would be given for taking on this role.

After some very constructive debate, the action points that we agreed are that I (LS) will ask the Renault Board to confirm the following by next Friday:

- their full support for you (CG) as Nissan CEO candidate
- their view that this role is a stepping stone to CEO of Renault Group on my departure in five years' time
- the details of the financial package offered for the Nissan CEO role, including any 'golden parachute'

You (CG) are to take the following action by next Friday:

- arrange coaching in cross-cultural business styles from a world class expert in this field, and explore the benefits that could be generated by such a cross-cultural venture
- decide in principle whether you are interested in taking discussions on this role forward.

We will meet again next Friday for lunch. Once again, I valued our discussion yesterday, and look forward to seeing you on Friday.

Kind regards

Louis