BUSINESS ENGLISH

Part One
Introduction

Contents

I. Course Briefing

Course	Comprehensive Business English (1)
Students profile	30 freshmen, Business English major • English competence level: preliminary • Business knowledge: barely familiar • Business experience: none/rare
Unit	Unit 2 Leadership
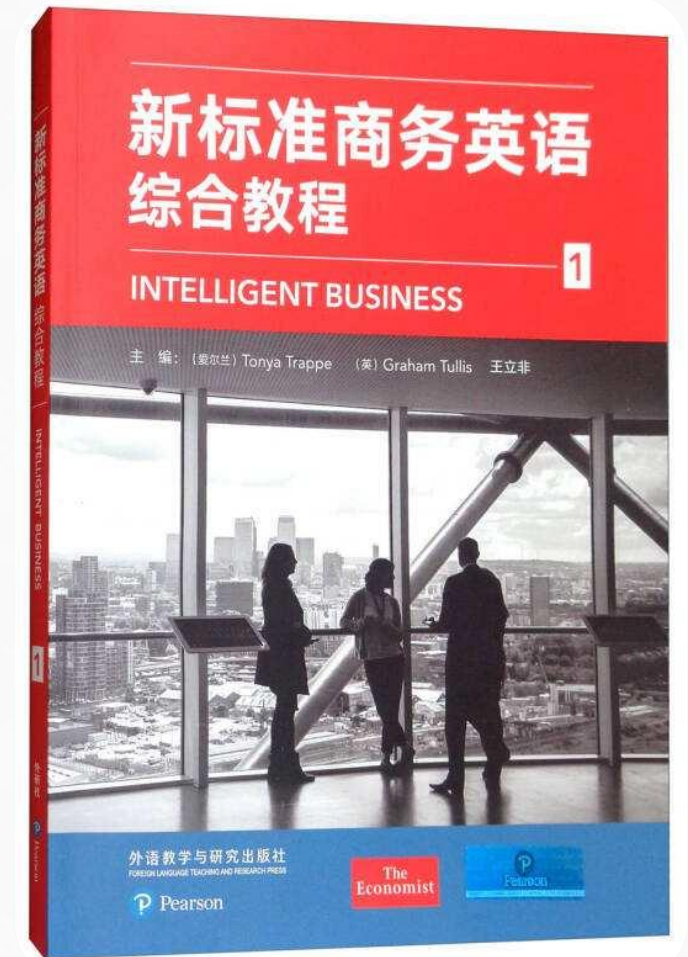
Course briefing

Unit outline

Content	Module	Time Allotment
• Reading for organisation: a mind map • Reading for genre: intertextuality • Using articles • Listen for attributes of good leaders	• Reading • Grammar • Listening	2
• Reading for business awareness: leadership styles • Reading for creation: report writing • Getting things done • Being direct/indirect in expression	• Reading • Business knowledge	2
• Case study: Mission: Impossible? • Informal Business Negotiation • Writing: Minutes	• Case study	2
• Business writing • Self evaluation, peer evaluation and T feedback • Amendments and re-writing • Summary & Reflection • Unit Test	• Summary • Assessment	2

Contents

I. Course Briefing

II. Instructional Design

2.1 Philosophy

2.2 Objectives

2.3 Methods

Engaging

2.2 Objectives

Language building

vocabulary, intertextuality, and indirectness

Business awareness

leadership styles and their characteristics
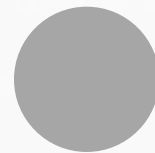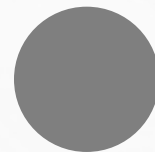
Business skills

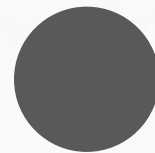presentation, delegating, negotiation, and report writing

Critical thinking

the pros and cons of different leadership styles

Cross-cultural awareness

cultural factors affecting leadership style
possible conflicts & solutions

2.3 Methods

- Learner-centered approach

- **Project-based learning (PBL)**

- Content-based instruction (CBI)

- Collaborative learning

- **Assessment for learning （AFL）**
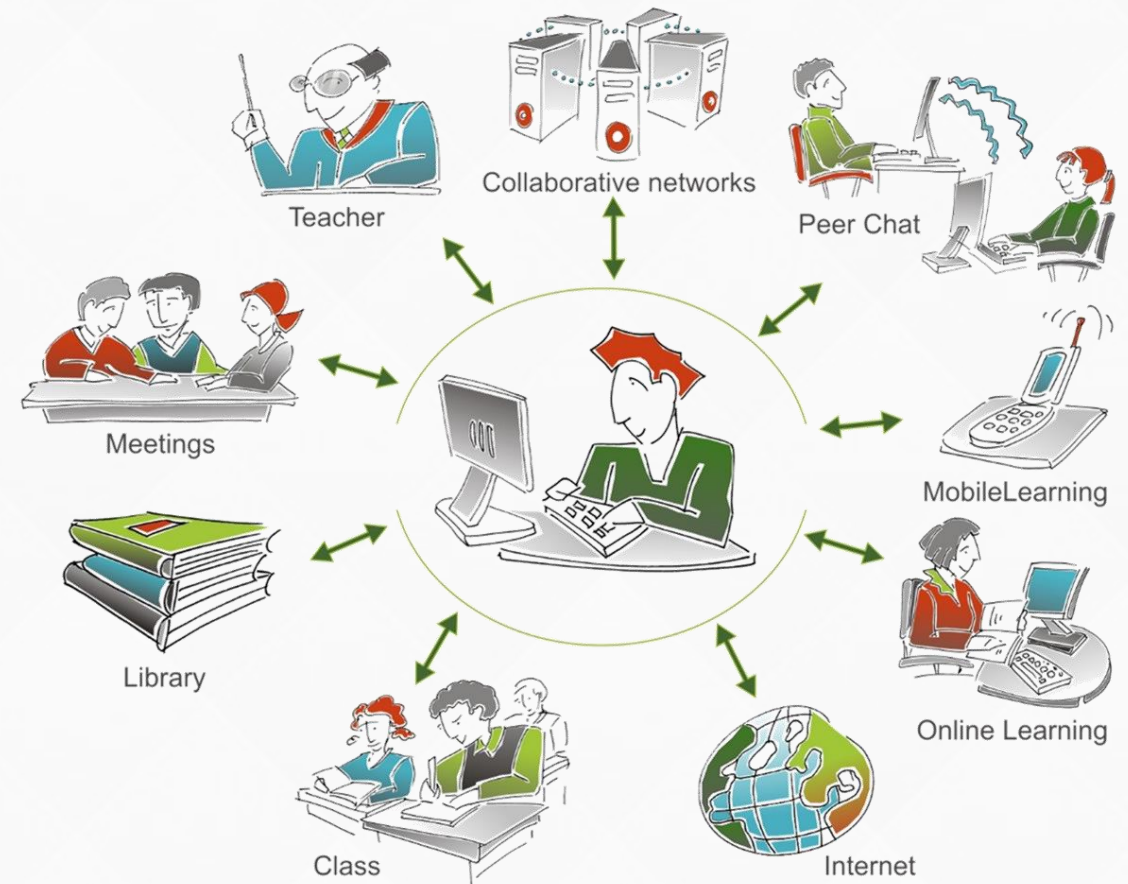
PBL—Project Summary

Project: to persuade Carlos Ghosn of **Renault** to take the new CEO of **Nissan**

Leadership styles

Cultural conflicts

Carlos Ghosn

New CEO

PBL—Project Phases

Project: to persuade Carlos Ghosn to take the new CEO of Nissan

Launch ⇨ Planning ⇨ Implementation ⇨ Delivery & Summary

Planning
- Needs Analysis
- Goal setting
- Resources
- Time
- Roles & responsibilities
- Quality control
- Product

Implementation

Preparing vocabularies & terms

⇩

Reading & evaluating leadership styles

⇩

Exploring cultural factors in Nissan's style

⇩

Delegating & negotiating

⇩

Reaching final decision

PBL—Achieving Teaching Objectives

Project: to persuade Carlos Ghosn to take the new CEO of Nissan

Process

Objectives

Preparing vocabularies & terms

Reading & evaluating leadership styles

Exploring cultural factors in Nissan's style

Delegating & Negotiating

Reaching final decision

Language building
vocabulary, intertextuality, and indirectness

Business awareness
leadership styles and their characteristics

Business skills
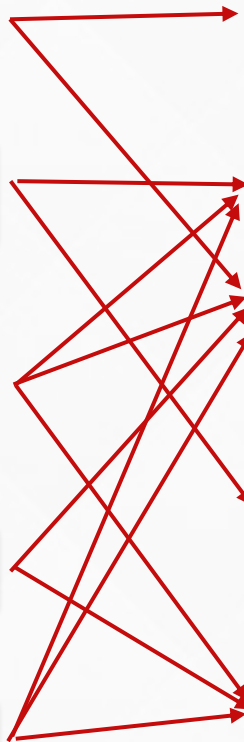presentation, delegating, negotiation, and report writing

Critical thinking
the pros and cons of different leadership styles

Cross-cultural awareness
cultural factors affecting leadership style
possible conflicts & solutions

PBL—Project Delivery

Project: to persuade Carlos Ghosn to take the new CEO of Nissan
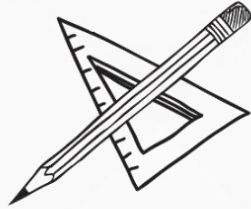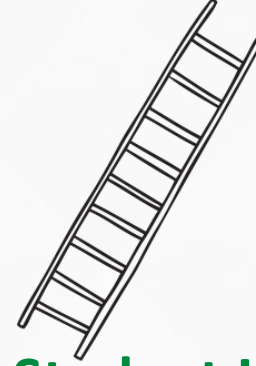
Launch ⇨ Planning ⇨ Implementation ⇨ Delivery & Summary

Part Two
DEMO

Contents

Presentation

Evaluation

Peer evaluation (Scoring)
Teacher evaluation (Oral feedback)

Comprehension

Word origins
Examples
Pet phrases

Survey & assignment
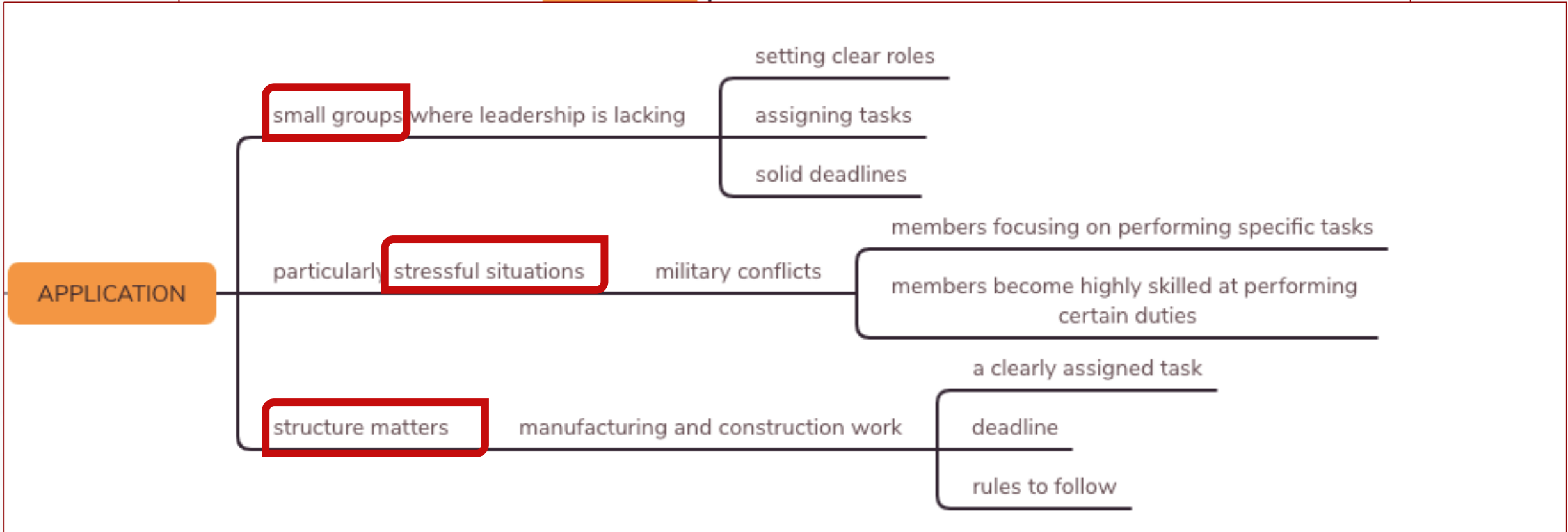
Peer Evalution Criteria

	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Peer Evalutation Results

Group No.	Grammar and Vocabulary	Discourse Management	Pronunciation	Interative communication	Total score
Group 1	3	4	3	4	14
Group 2	4	4	3	5	16
Group 3	5	5	5	4	19

Group 1. Autocratic or authoritarian

absolute, authoritarian control over the team

leaders to make almost all of the decisions

little input from group members

leaders to dictate work methods and processes

APPLICATION

small groups where leadership is lacking
- setting clear roles
- assigning tasks
- solid deadlines

particularly stressful situations — military conflicts
- members focusing on performing specific tasks
- members become highly skilled at performing certain duties

structure matters — manufacturing and construction work
- a clearly assigned task
- deadline
- rules to follow

Group 2. Democratic or participative

how it works
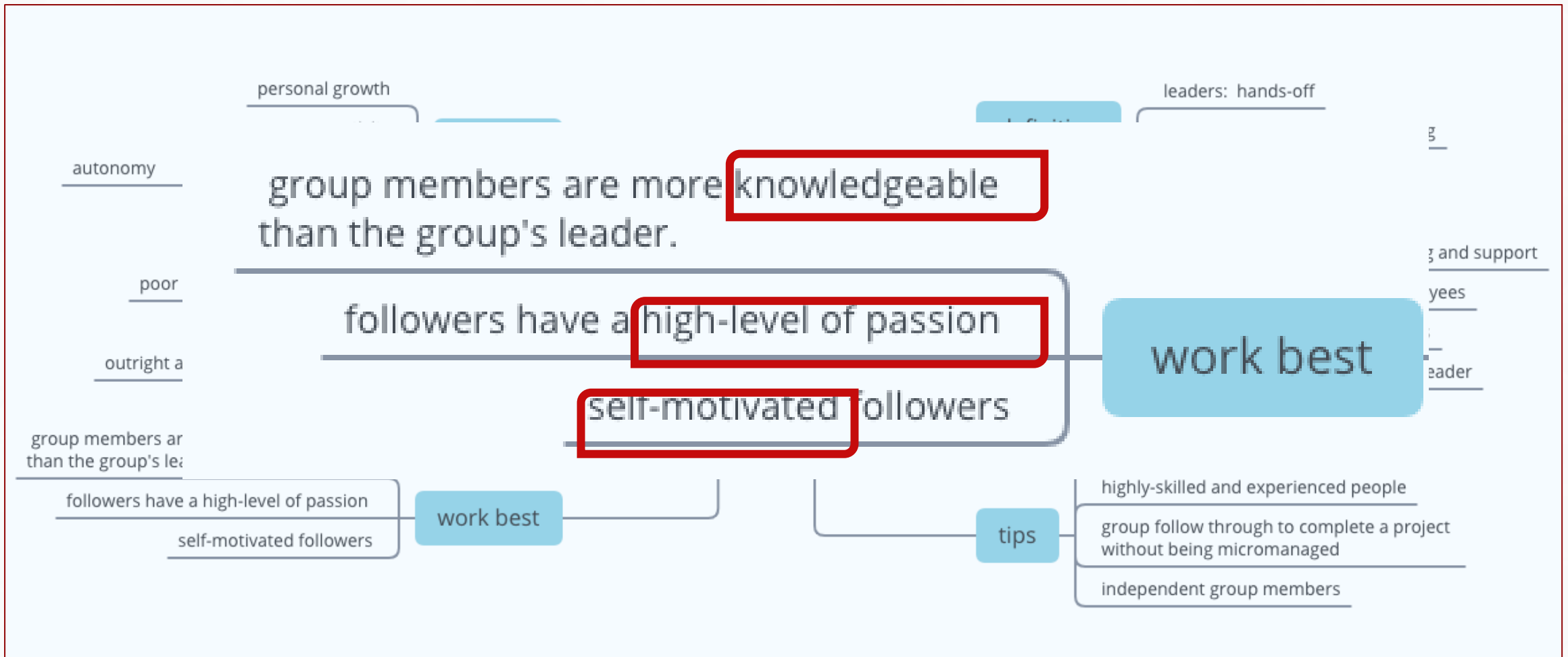
facilitates conversation

openly shares information and knowledge necessary for decision-making

encourages people to share their ideas

synthesizes all the available information and solutions suggested by the team

leader: comes up with the best possible solution and communicates it back to the group

Group 3. Laissez-faire or free-rein

personal growth

leaders: hands-off

autonomy

group members are more knowledgeable than the group's leader.

poor

followers have a high-level of passion

work best

outright a

self-motivated followers

group members ar
than the group's lea

followers have a high-level of passion

work best

self-motivated followers

g and support

yees

eader

tips

highly-skilled and experienced people

group follow through to complete a project without being micromanaged

independent group members

Leadership Styles

+ **word origins**

+ **examples**

+ **pet phrases**

one's favorite
expression

Autocratic leadership

Autocracy （Greek）	=	auto (self)	+	cracy (rule)

An autocratic leader has complete power and makes decisions without asking anyone else's advice.

I'm in charge!

Autocratic Leadership

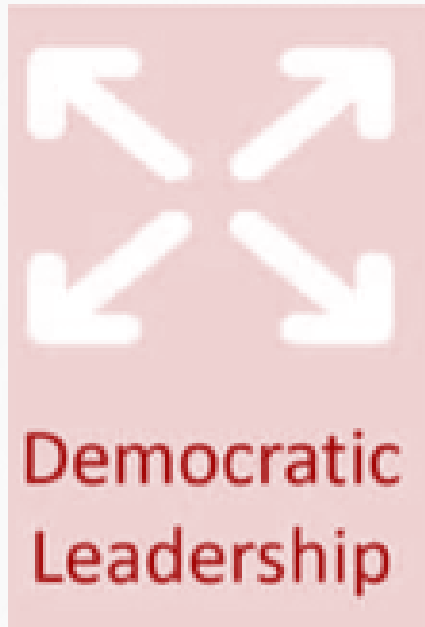# Democratic leadership

Democracy （Greek） = **demo (people)** + **cracy (rule)**

A democratic leader encourages members of the group to take a more participative role in the decision-making process.

What's your opinion?

Democratic Leadership

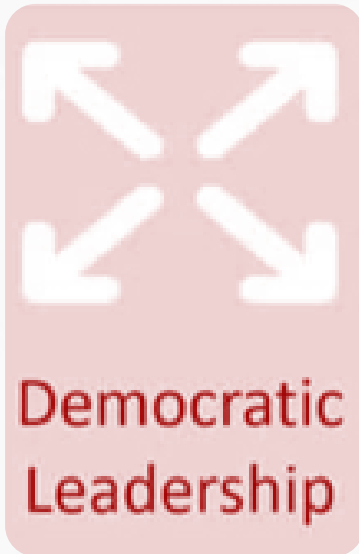# Laissez-faire leadership

Laissez-faire（Latin） = **Laissez(to leave)** + **Faire(to do)**

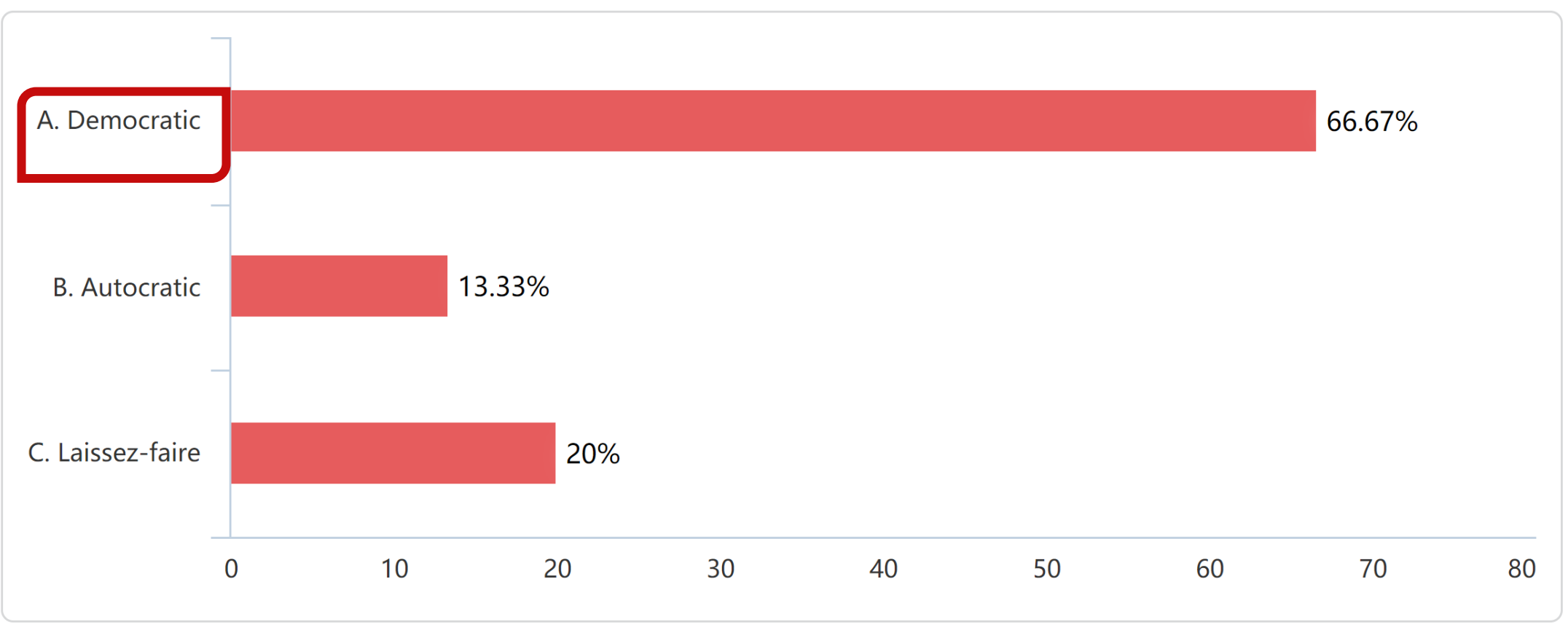**A Laissez-faire leader allows followers to have complete freedom to make decisions concerning the completion of their work.**

Finish the project!

You're on your own!

Laissez-Faire Leadership

Survey result

After-class Assignment

- **Prepare for the business negotiation *P44***
  (to persuade Carlos Ghosn to take the new CEO of Nissan)

- **Write a progress report on your preparation (individual work)**

  - **Format (See the sample)**

    - Task completed (e.g. leadership styles)

    - Task remaining (e.g. cultural difference)

  - **Deadline (Next Tuesday)**

Monday, June 29, 2009

A Progress Report: products catalogue

This report updates on the progress in making a new product catalogue for the company. We managed to have finished four jobs, and three remain to be finished within the planned period of time — before Friday, December 28, 2008.

Tasks Completed

1. A thorough collection of information on all the products in stock at the company warehouses has been made. It was found that 345 types of products belonging to nine categories could be available for marketing for the year of 2009.
2. Three advertising companies have been approached for making a new catalogue. It was decided that ABC Company be appointed the maker.
3. Two hundred and thirty-four of the 345 products have been photographed. It seems to have been sufficient for the new catalogue.
4. Verbal descriptions of the products have been ready and numbered.

Tasks Remaining

1. It is believed that some more updates about the products to be available after this current month are needed before printing.
2. ABC Company, the chosen advertiser, is to make the preliminary selection of the photos and captions before submitting for approval to the Board.
3. All the data and references for the product lines shall be stored electronically on both the computer and the corporate web page.