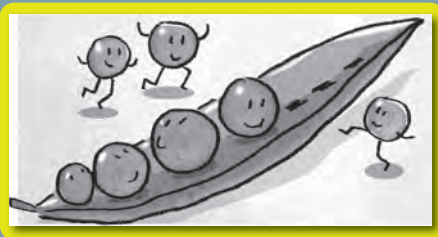
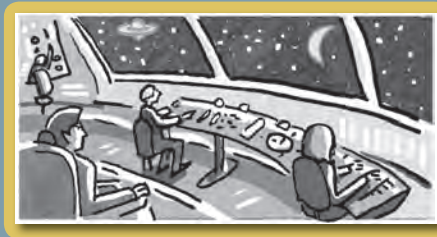


# Management Lessons

Discussion and vocabulary development for managers

Paul Emmerson



This book is available worldwide in print and pdf.

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[PaulEmmerson.com](http://PaulEmmerson.com)

Business English Ideas Bank

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# How to use this book

## Introduction

This is a collection of photocopiable worksheets that you can mix and match in any order. The material is designed for in-work managers. Most of it is also usable for business people at an operational (non-managerial) level in their companies. It is not suitable for pre-experience learners of English, as all the *Discuss* activities need some element of personalization about the student's own company.

The material is ideal for small groups or 1:1.

## Level

The level is strong Intermediate (B1+) upwards. The material could also be used with mid Intermediate students (B1) if you spend more time on checking vocabulary, and give the students more thinking and preparation time before the *Discuss* section.

## Timing

Here is a suggested timing, in minutes:

Warmer/Intro	0-5
Read	5-10
Vocabulary Development	5-10
Discuss	15-20
Language feedback	10-15

## Topic Checklist

Note the Topic Checklist opposite. This is very similar to the Contents, but is designed as a photocopiable Needs Analysis that can be given to the students at the start of the course. They tick the topics they are interested in, helping you to choose relevant worksheets.

## Warmer ideas

The worksheets have no 'warmer'. This is largely for reasons of space, although I have found that business students are happy to go straight into a reading text, if it is relevant. If you do want to do a Warmer, options are:

- **Use the unit title and cartoon to generate interest.** Ask the students: *How is this topic relevant to you? What message do you think is in the cartoon?* After a short discussion move to the reading text with no further task: just reading for interest.
- **Use the unit title and cartoon as a prediction exercise.** Say to the students: *Look at the unit title and cartoon – what ideas do you think will be mentioned in the text?* Brainstorm ideas in the group, then ask the students to read the text to see if they were right.
- **Use key vocabulary on the board as a prediction exercise.** Write up on the board the unit title and some key words from the text, but don't hand out the worksheet yet. Ask: *What ideas do you think will be mentioned in the text?* Brainstorm ideas, then hand out the worksheet for the students to read the text and see if they were right.

## Read section

Tell the students to read the text all the way through, **focusing on the ideas and not stopping at unknown words**. Reassure them that you will explain difficult words later. If you wish, you may want to read the text aloud yourself – this is particularly useful for mixed level groups with different reading speeds. I personally find little value in asking the students themselves to read texts aloud, but if you want to do this then do it later, just before the *Discuss* section.

## Vocabulary development section

Here you have a chance to clarify difficult words. This section also asks students to look for words they know but don't use yet: words that are ready for activation. Drawing attention to these words, rather than just unknown words, is very important. Students can underline them, or use a highlighter pen. Encourage the students to use these words in the discussion that follows.

This section finishes with an instruction to read the text one more time, slowly and silently. This allows the students to return in their minds to the ideas in the text.

## Discuss section

Before the speaking activity, allow the students time to make notes and prepare their thoughts.

During the speaking activity, act as a facilitator. Your role is to support students by supplying any words they need, to encourage turn taking in the group, to keep the discussion moving and on track, etc. At the same time, **make language feedback notes by writing down whole phrases you hear that need improving**. Resist the temptation to give too much correction while the students are in the middle of the discussion: it stops their flow of thoughts.

After the speaking activity do a language feedback slot based on your notes. Write up on the board the whole phrase that you heard, and invite students to reformulate it. Feed in ideas yourself. Remember that reformulation includes extending and developing vocabulary as well as correcting grammar. Pronunciation work should also feature here: short, whole-class drills of difficult words.

## Follow up section

The *Follow up* section is there as a homework task for those occasions when students are particularly interested and want to pursue the topic further.

Web research would also be appropriate here for advanced students. Typing the worksheet title (or key ideas from the text) into a search engine will produce a wealth of information – probably too much. Students can be asked to find just one additional text on the topic, read it, summarize it, and report back in the next lesson.

# 1 Time management



## Read

There is never enough time in the day to get everything done. How do you deal with this simple fact? Analyze your time management skills with the assessment below. Read each statement and tick (✓) a response.

		Yes	Yes, but	No
1	I use software like Outlook or Lotus Notes to manage my schedule.			
2	I use a paper-based calendar/planner on the wall or on my desk.			
3	I keep a To-Do list for tasks, and prioritize items on it.			
4	I read emails only at specific times of the day.			
5	I know how to manage distractions and interruptions – I can stay focused.			
6	I delegate well, especially when under time pressure.			
7	I am organized: I keep a clear desk and manage computer files well.			
8	I do difficult or important tasks first.			
9	I know how to keep a conversation short without offending the other person.			
10	I switch between tasks and take short breaks to keep my brain active and fresh.			
11	I know that 'perfect' is not always possible.			
12	I know how to break down large projects into small, achievable tasks.			
13	I give myself a small reward (like a piece of chocolate) when I complete a task.			
14	I have a secretary who does everything for me.			

## Vocabulary development

Check any new words. Then underline words/phrases you *know* but *don't use yet*.

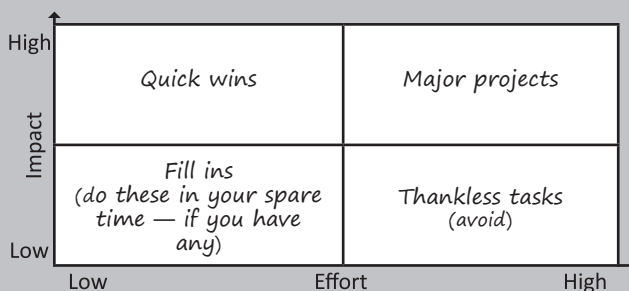
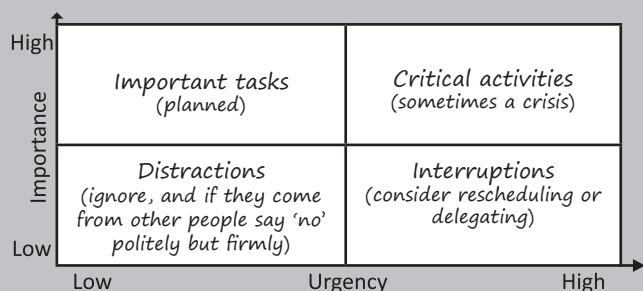
Now read the text one more time, slowly and silently. Focus on the ideas.

## Discuss *Make brief notes first to prepare your ideas*

- 1 Can you add another time management technique that is not in the list above?
- 2 Go through your *Yes* responses and explain.
- 3 Go through your *Yes, but ...* responses and explain.
- 4 Go through your *No* responses and explain.
- 5 What one thing could you do right now to improve your time management?

### Follow up

- 1 Make example sentences of your own using the vocabulary you want to practise.
- 2 Study the two diagrams below. The first is an Urgent/Important matrix: critical activities are a high priority, distractions are not. The second is an Effort/Impact matrix: major projects can easily take up all your effort – leave some time for quick wins.



For homework, before the next lesson, write in **each** section of **each** matrix one thing that you did (or that happened) on that day. Did you use your time wisely? Discuss in a future lesson.



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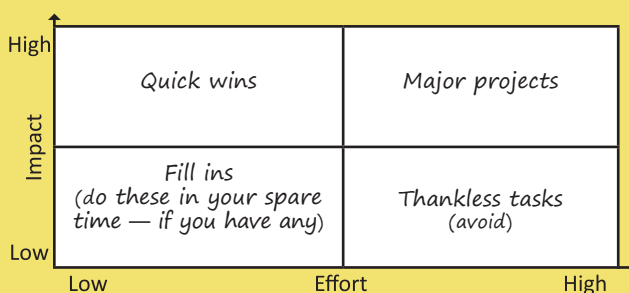
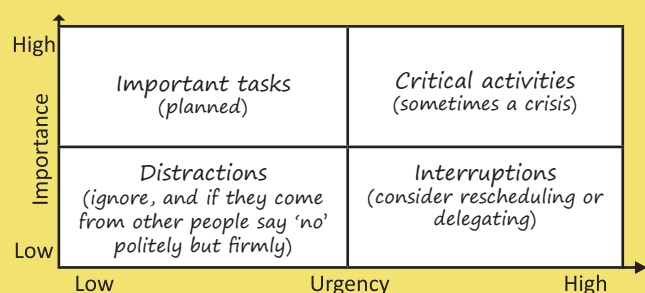
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# 12 Presentations 1



## Read

How can you give a great presentation? It's simple! You need to: 1) know your audience; 2) prepare your content; 3) deliver confidently; 4) control the environment. Get these things right, and you're certain to succeed!

### 1 Know your audience

- Profile. Who are the audience?
- Needs. Why are they here? What information do they need?
- Wants. Do they want to be entertained as well as informed? If so, what is the best way to do that?
- Expectations. What do they expect in terms of content, length and audience interaction?
- Current knowledge. How much background and explanation do you need to provide?
- **Tip:** *If possible, try to 'mingle' with the audience before your talk — perhaps at a coffee break, or by greeting a few people you know at the door. This will help you to get a feel for why they are there.*

### 3 Deliver confidently

- Just before you start talking, give yourself a moment of silence and peace. Look around the audience, make eye contact, smile.
- Speak more slowly than usual, and pause often for dramatic effect.
- Pause after every new slide to give people a chance to look for themselves first.
- Connect physically with the audience — move around.
- Make occasional longer eye contact rather than always scanning the crowd.
- Be passionate. Show you really care about what you are saying.
- Be yourself. Don't try too hard. Relax. Breathe.
- If you feel nervous or forget your words, drink some water, or just pause. The audience will be glad of a few quiet moments to think.

### 2 Prepare your content

- Don't try to cover everything. Voltaire said: 'The secret of being a bore is to tell all.'
- Plan a good starting 'hook' to really get the attention of the audience. Don't start immediately with boring background information.
- Tell the audience your purpose or conclusion early in the talk. This helps them to stay focused and see your supporting arguments.
- Choose between three and five take-away points. Build your talk around these and nothing else.
- Plan times during the talk when you will ask for questions. This allows you to switch to a more conversational manner which is often more authentic and believable.
- Outline actions or next steps at the end.
- Plan a strong close, including a summary. Your final words can be a reference to your starting hook to provide a sense of psychological 'closure'.
- Keep slides simple. Consider cutting bullet points and replacing them with strong images and short blocks of text, 'billboard style'. Make sure that charts are easy to understand, and don't forget to label both axes.
- The information on the slide should add value or summarize — it is not just text to read aloud.
- Once you have prepared the talk, practise. The aim is to talk note-free.

### 4 Control the environment

- Have a back-up plan. What happens if the live internet connection doesn't work?
- Get to the room early. Check the seating arrangement, space, whether there is water for you, etc. Check that the equipment is working and that someone can call a technician at short notice.
- In your introduction, let the audience know when they can ask questions.
- Consider using a blank screen between slides (in Powerpoint press B for black or W for white) — it puts the attention back to you.
- Finish on time, or a few minutes early. Last impressions are as important as first ones.

## Vocabulary development

Check any new words. Then underline words/phrases you *know* but *don't use yet*.

Now read the text one more time, slowly and silently. Focus on the ideas.

## Discuss *Make brief notes first to prepare your ideas*

- 1 What kinds of presentations do you give? What kinds of audience do you speak to?
- 2 What do you think of each point in the columns above? If you do things a little differently, explain which points and why.
- 3 What other tips can you give on how to make an effective presentation?

### Follow up

- 1 Make example sentences of your own using the vocabulary you want to practise.
- 2 Type '*videos of great presentations*' into a search engine. Find a video that you like. In a future lesson, show a part of it (if possible) and then talk about why you like it and what the presenter does well.

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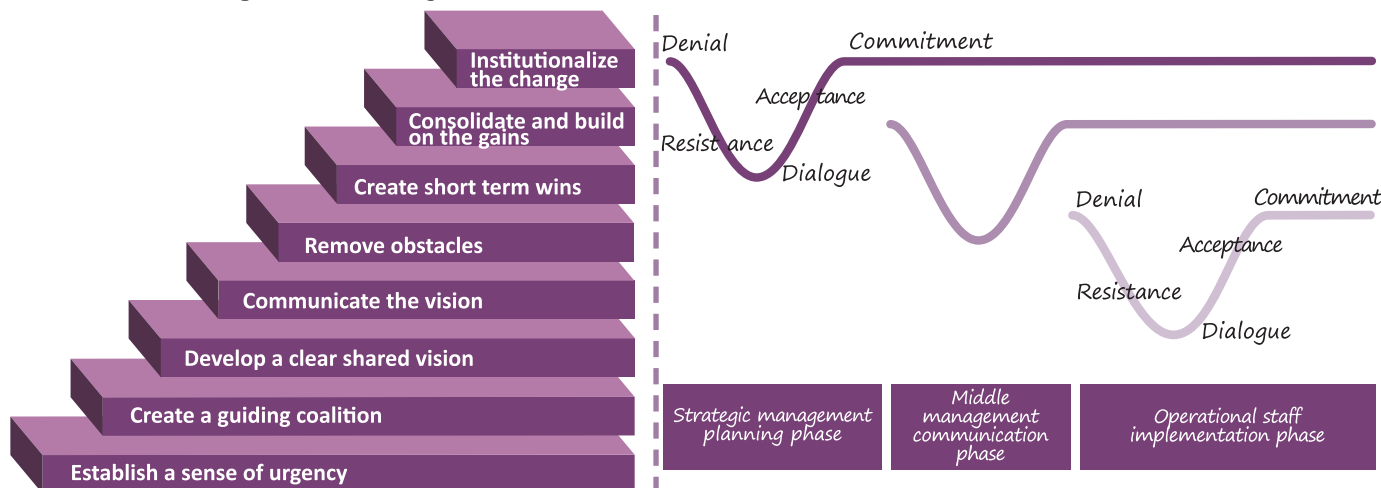
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# 21 Change management



## Read

Managing change in an organization is one of the main jobs of a leader. The following diagrams help to understand the process of change:



The diagram on the left is based on John Kotter's 8-step change model:

- Establish a sense of urgency: identify threats to the organization and show what could happen if nothing changes.
- Create a powerful, guiding coalition: find change leaders throughout the organization.
- Develop a clear, shared vision: all the ideas have to be pulled together into a vision that people can understand.
- Communicate the vision: talk often about the vision, address people's worries openly and honestly.
- Remove obstacles: identify processes and structures that are getting in the way, and deal with them.
- Create short term wins: look for small-scale projects that are sure to be successful and easy targets that will give some quick success.
- Build on the gains: set goals to keep the momentum for change building.
- Institutionalize the change: talk about progress and success stories; include the new values when hiring new staff.

The diagram on the right shows the stages that everyone goes through when faced with change:

- Denial. This stage is characterized by fear, confusion and blame.
- Resistance. This stage is characterized by anger and feeling helpless.
- Dialogue. This is when you want to tell your story, and you try to find meaning in the situation.
- Acceptance. This is when you accept the inevitable and start exploring options.
- Commitment. You are now 'on board' and see the changes as positive. A meaningful life returns.

The diagram reminds us that not all individuals go through these stages at the same time. Just when one group of more senior managers is starting to accept the changes and explore the implications, other employees lower down the structure are still unaware, in denial, resisting, or just beginning the process of dialogue.

## Vocabulary development

Check any new words. Then underline words/phrases you *know* but *don't use yet*.

Now read the text one more time, slowly and silently. Focus on the ideas.

## Discuss *Make brief notes first to prepare your ideas*

- 1 Think of one big change you helped to manage. Use the diagrams to help you describe what happened.
- 2 What lessons did you learn from this process? Would you do it in the same way again?

### Follow up

- 1 Make example sentences of your own using the vocabulary you want to practise.
- 2 Not all change is planned. It can a) be forced on you by outside events, or b) happen in a slow, step by step manner that goes almost unnoticed. Looking back over your whole career, give an example of both a) and b) and explain how you managed the change. Make notes and discuss in a future lesson.

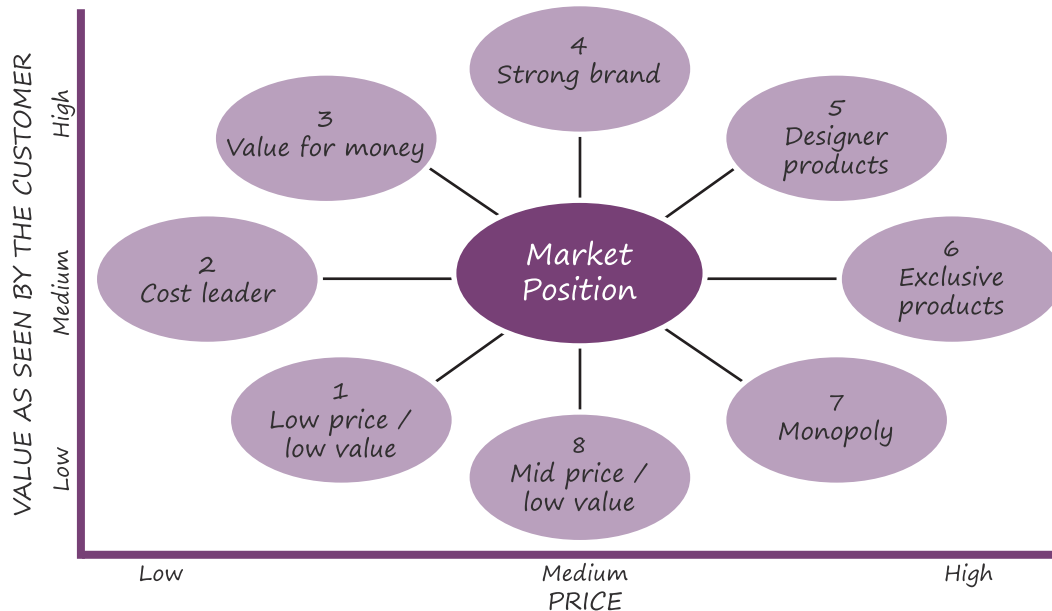


# 38 Market position



## Read

A key part of company strategy is to decide your market position. The two basic variables are price (cost) and value (quality). These two can combine in various ways, as shown in the diagram below.



- 1 Low price / low value.** Some companies compete on very low prices alone. To succeed in this sector of the market you need low costs and high efficiency internally, and high sales volumes.
- 2 Cost leader.** Prices are kept low, products are basic but acceptable, and volumes can be very high.
- 3 Value-for-money.** These companies offer good products at a fair price. This combination builds customer loyalty. Many companies try to compete in this segment of the market.
- 4 Strong brand.** Value is seen by the customer as being high. Prices are mid-range, and acceptable to a large number of people. Many companies try to compete in this segment of the market.
- 5 Designer products.** Value is seen as high because the product is very fashionable, and prices are high.
- 6 Exclusive products.** Some companies charge a very high price without having the product quality to justify it. This can only succeed for products with an exclusive image that are bought mainly for that image.
- 7 Monopoly.** In a market where one company dominates through having a unique product, it is possible to charge a high price without adding value.
- 8 Mid price / low value.** This strategy is rare. An example might be a low-value commodity like water, where customers are willing to pay a medium price for bottled rather than tap water.

## Vocabulary development

Check any new words. Then underline words/phrases you *know* but *don't use yet*.

Now read the text one more time, slowly and silently. Focus on the ideas.

## Discuss *Make brief notes first to prepare your ideas*

- Think of some well-known companies/brands in the different categories. Use examples from any area of business.
- Which category most closely matches your own company? Why?
- Will your company need to change its position in the future? Why?
- Do you have different products with different market positions? If so, how do you avoid sending a confusing message to the market?

### Follow up

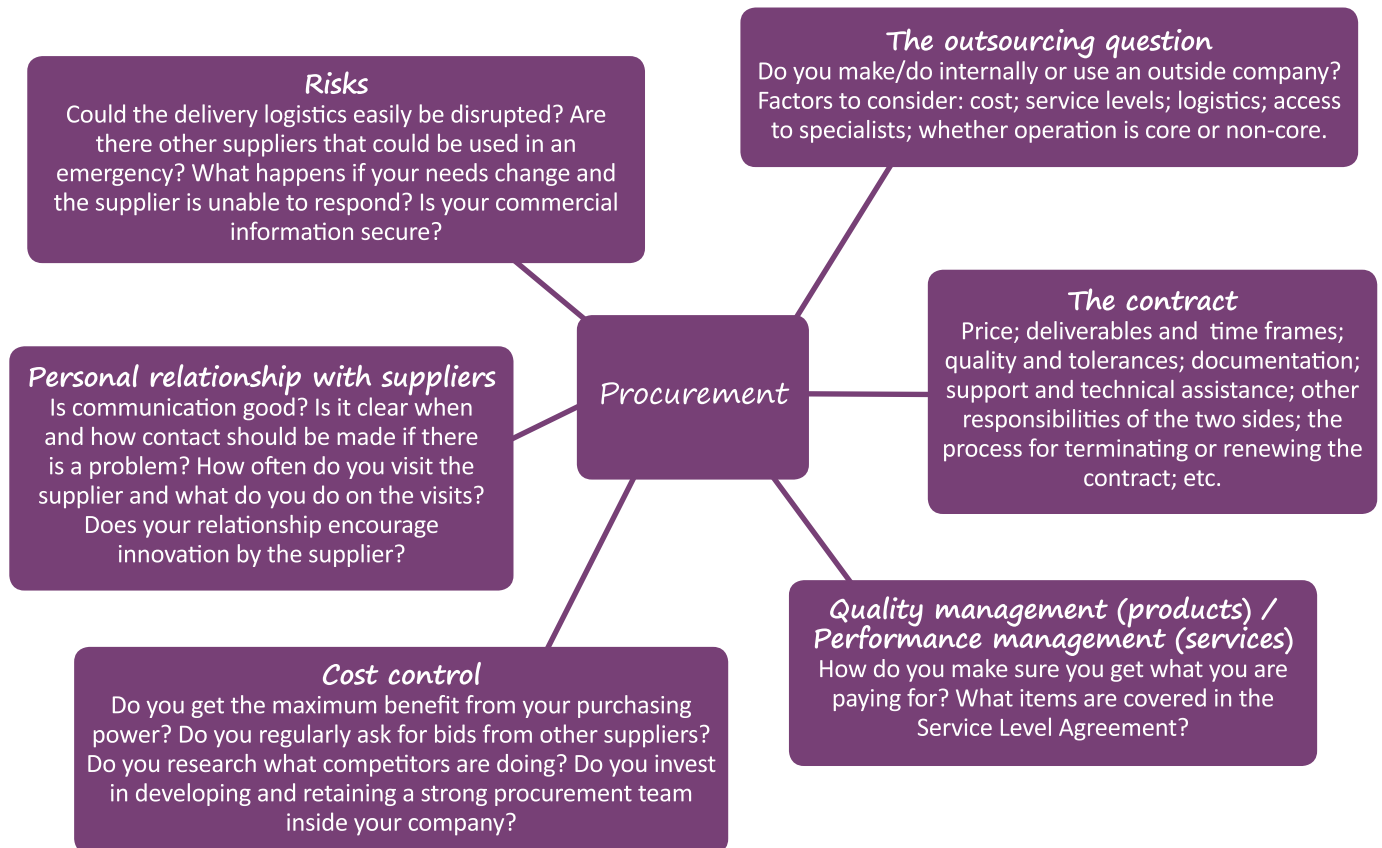
- Make example sentences of your own using the vocabulary you want to practise.
- Consider your two or three main competitors. How does the market see their position? What strengths do they have that you don't? What are their weaknesses? Overall, how is their strategy different to yours? Make notes for homework and give a 'competitor analysis' in a future lesson.

# 46 Sourcing and purchasing



## Read

*Sourcing* means finding suppliers. *Purchasing* means buying from them. These activities are closely connected, and the word *procurement* is often used to refer to them together. Here are some of the things you should consider when looking at sourcing and purchasing from a strategic point of view.



## Vocabulary development

Check any new words. Then underline words/phrases you *know* but *don't use yet*.

Now read the text one more time, slowly and silently. Focus on the ideas.

## Discuss *Make brief notes first to prepare your ideas*

- 1 In general, what issues do you have with suppliers? Go through the items above and discuss them one by one. How do you deal with any problems that arise?
- 2 What exactly does the word 'quality' mean in your business? How do you define it? How do you measure it? How do you control it? Does your organization want quality at any price?

### Follow up

- 1 Make example sentences of your own using the vocabulary you want to practise.
- 2 Inside your organization, how does the procurement function relate to other functions such as production/operations, or sales, or finance? How could the relationship be improved? Make notes for homework and discuss in a future lesson.

# Management Lessons

*Management Lessons* is a self-published photocopiable resource book for teachers of Business English. It is a unique tool to get managers in any business or organizational context talking about their work. It is ideal for small groups, pairs, or in a one-to-one teaching situation.

The book contains 50 photocopiable worksheets and covers a wide variety of topics. The worksheets are 'mix and match', so they stand alone or can be used in any combination. Each worksheet provides material for around 40-50 minutes of classroom time.

The level is strong Intermediate (B1+) upwards.

A 'How to use this book' page at the beginning provides teaching tips, and a *Topic Checklist* gives a photocopiable Needs Analysis where students can tick the topics they are interested in.

## Formats

The book is available as:

Spiral-bound book	ISBN 978-1-908722-00-3
PDF (black and white)	ISBN 978-1-908722-01-0
PDF (colour)	ISBN 978-1-908722-02-7

Visit the Store at [www.PaulEmmerson.com](http://www.PaulEmmerson.com) to purchase the different formats. Discounts are offered for purchasing multiple formats.

The pdf versions have a password to open the file. If you forget it, contact Paul Emmerson via his site and he will resend it after first checking that you purchased the product legally.

All those who purchase the pdf version of the book via [www.PaulEmmerson.com](http://www.PaulEmmerson.com) will be emailed with minor updates every few years. These will be free.

## Formats for students

The book is also available in a Student Edition. This edition cuts out the 'Vocabulary Development', 'Discuss' and 'Follow up' sections and replaces them with a bi-lingual glossary. It is available in several formats and languages. For more information, please ask your students to visit [www.BEhereBEdthere.com](http://www.BEhereBEdthere.com)