

1 WHAT IS LEADERSHIP?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

- A** Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in English for management? Change the form if necessary (e.g., change a noun into a verb).

He was looking forward to the game. He had never played in the **capital** before. He had seen a **model** of the stadium, but the real thing was much bigger than he expected. When he stepped out onto the football **field**, he suddenly felt nervous. But after a few minutes, he **managed** to get the ball and he felt better. Then, after ten minutes, he rose to **head** the ball towards the **goal**. The keeper got a **hand** to it, but it went into the **net**.

- B** Read these sentences from management texts. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.

- 1 Start-up _____ is available in the form of bank loans.
- 2 The human resources _____ is in charge of hiring new employees.
- 3 Experts in specialist _____ are sometimes asked to advise companies on their strategies.
- 4 After tax deductions, the company's _____ profit is in excess of £2 million.
- 5 Seasonal farm _____ are often employed to help bring in the harvest.
- 6 After 20 years working her way up the ladder, Ms Jones now _____ the European division.
- 7 The business _____ we follow involves minimizing risk and staying ahead of our competitors.
- 8 Mr Lim's primary _____ was to become a successful entrepreneur.

- C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

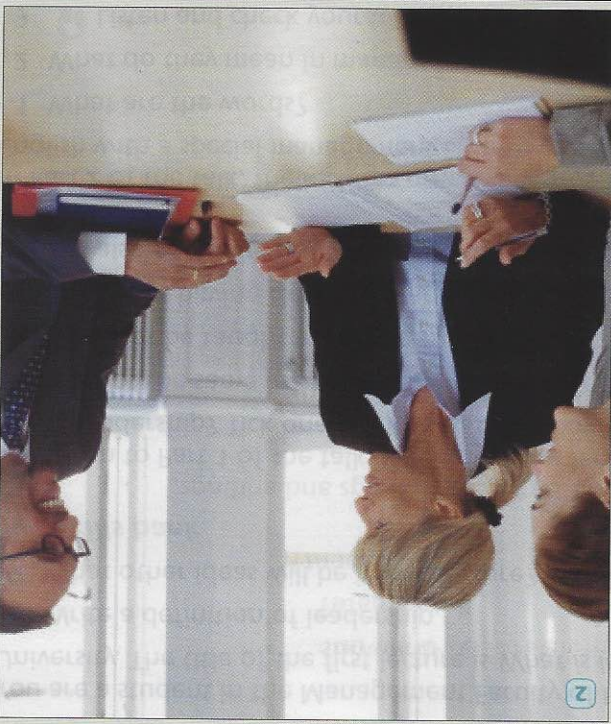
a cross-border decentralize
disadvantages disempower
incompetent international
interrelationship micromanage
non-renewable outline
transform undertrained

- D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b autocratic centralized
commercial commitment
confidence consultation
creativity delegation democratic
effectiveness independence
leadership participatory
paternalistic renewable visionary

- E** Discuss the pictures on the opposite page using words from this page.



1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Management Faculty of Hadford University. The title of the first lecture is *What is leadership?*

- 1 Write a definition of leadership.
- 2 What other ideas will be in this lecture? Make some notes.

See **Skills bank**.

B Listen to Part 1 of the talk. What does the lecturer say about leadership? Tick one or more of the following.

- a It is not the same as management. _____
- b It cannot be taught to people. _____
- c It is about having clear goals and expertise. _____
- d It is also about creativity and self-confidence. _____

C In Part 2 of the talk, the lecturer uses two words from general English with a special management English meaning.

- 1 What are the words?
- 2 What do they mean in management English?
- 3 Listen and check your ideas.

D In Part 3 of the talk, the lecturer describes different styles of leadership.

- 1 How many styles can you think of?
- 2 What are the main characteristics of each style?
- 3 Listen and check your ideas.
- 4 What will the lecturer talk about next?

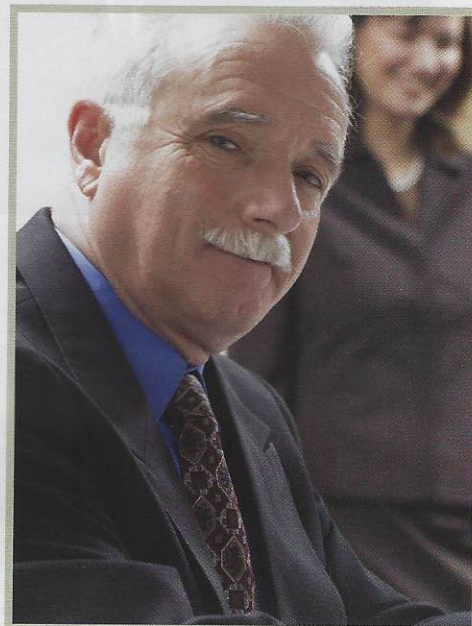
E In the final part of the talk, the lecturer explains what good leaders do. He gives examples of styles, and a definition of a good project leader. Listen and mark each word in the box **S** if it is a style and **D** if it is part of the definition.

get tasks done _____ delegating _____
 mix _____ selling _____ motivate _____
 telling _____ implements actions _____
 participation _____

F Write a definition of a good leader. Use words from Exercise E.

G Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?



1.3 Extending skills

lecture organization • choosing the best form of notes

A In a management context, what can you ...

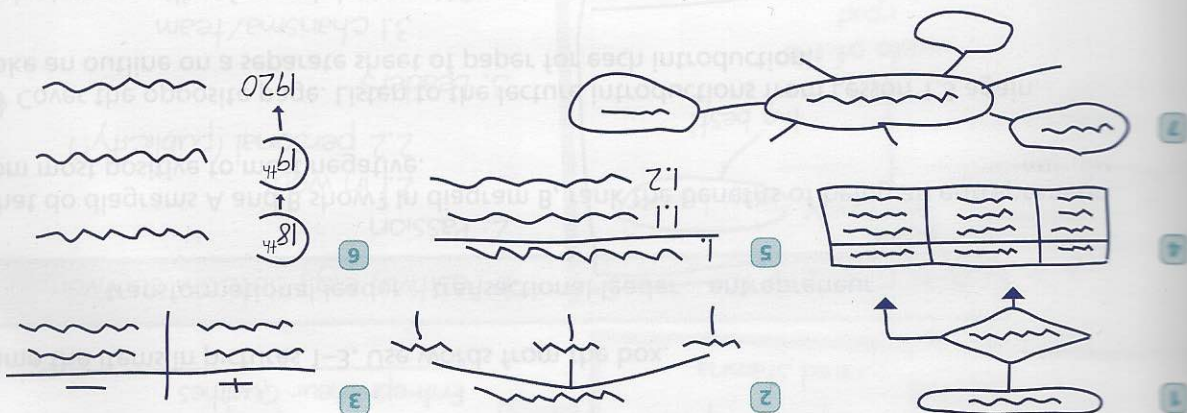
- | | | |
|-----------------|---------|--------------|
| 1 keep? | 4 fill? | 7 draw on? |
| 2 see? | 5 set? | 8 evaluate? |
| 3 come up with? | 6 make? | 9 implement? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | |
|-----------------------------|------------------------|
| 1 question and | contrast |
| 2 problem and | definition |
| 3 classification and | disadvantages |
| 4 advantages and | effect |
| 5 comparison and | events |
| 6 cause and | supporting information |
| 7 sequence of | process |
| 8 stages of a | solution |
| 9 theories or opinions then | answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flow chart headings and notes spidergram table timeline two columns



D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E Listen to six lecture introductions. Choose a possible way to take notes from

Exercise C in each case.

Example:

You hear: Today I am going to talk about the different branches of management. There are four main branches ...

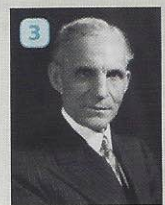
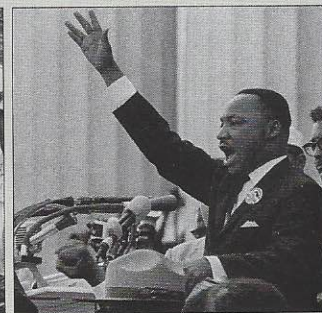
You choose: tree diagram

1.4 Extending skills

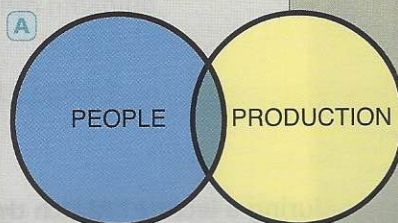
making notes • speaking from notes



2



A



Rank the 'benefits' of entrepreneurship along a continuum from most positive to most negative

B

POSITIVE

NEGATIVE

excitement, independence, long hours, no holidays, high earnings, no regular pay cheque, no benefits package, constant pressure, no escape from responsibility

A Name the items in pictures 1–3. Use words from the box.

transformational leader transactional leader entrepreneur

B What do diagrams A and B show? In diagram B, rank the benefits of being an entrepreneur from most positive to most negative.

C Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

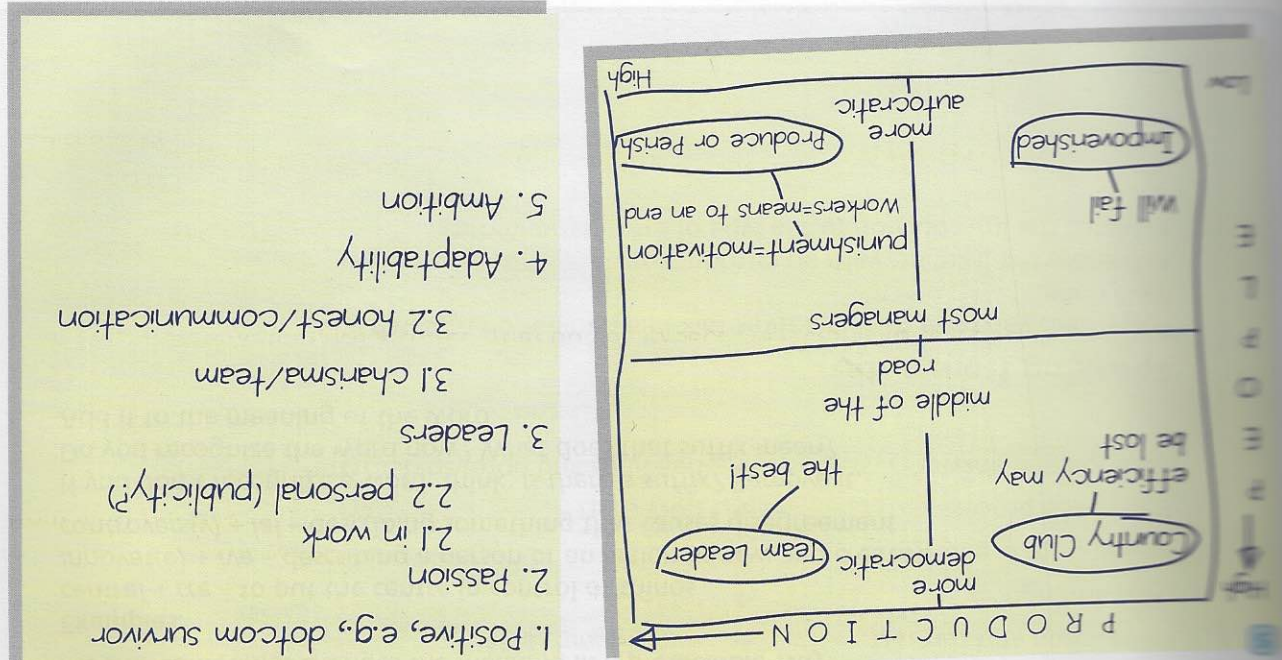
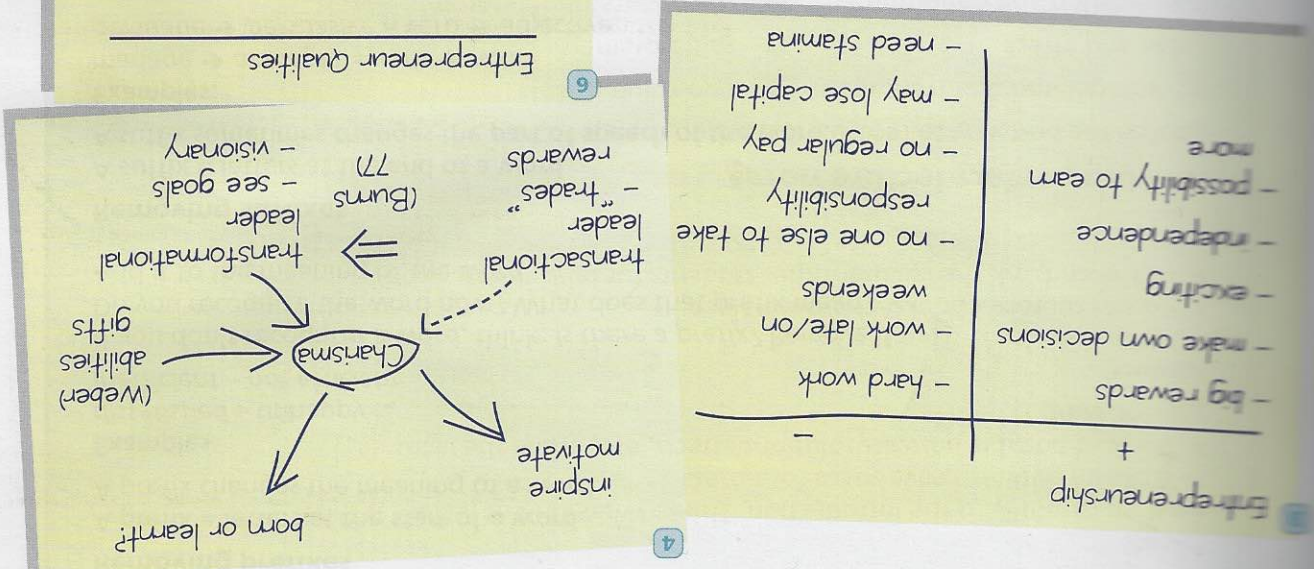
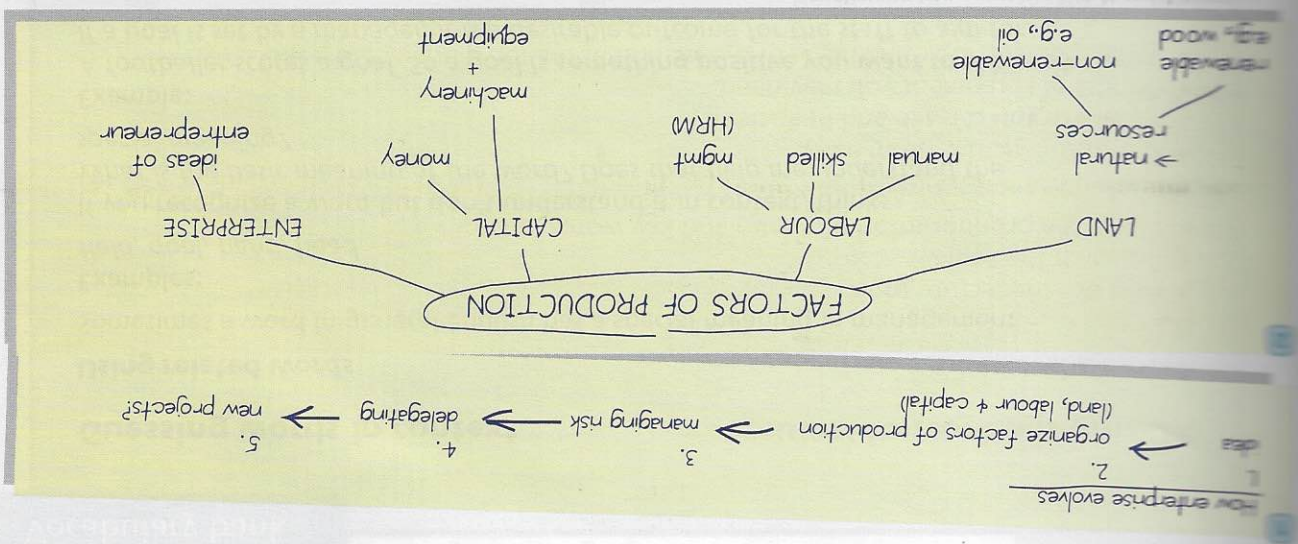
D Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

E Listen to the next part of each lecture. Complete your notes.

F Uncover the opposite page. Check your notes with the model notes. Are yours similar or different?

G Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.



Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in management.

Examples:

field, goal, hand, head

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

*A footballer scores a goal. So a **goal** is something positive you want to achieve.*

If a goal is set by a manager, it is a desirable outcome for the staff to aim for.

Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

Examples:

dissatisfied – unhappy

inefficient – not efficient

If you don't recognize a word, think: *Is there a prefix?* Remove it.

Do you recognize the word now? What does that prefix mean?

Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the **part of speech** of the word.

Examples:

manage → *manager* = verb → noun

persuade → *persuasive* = verb → adjective

A suffix sometimes changes the meaning in a **predictable way**.

Examples:

central + **ize** – to put the centre in control of things

innovat(e) + **ive** – describing a person or an action as new and creative

controvers(y) + **ial** – describing something that causes disagreement

If you don't recognize a word, think: *Is there a suffix?* Remove it.

Do you recognize the word now? What does that suffix mean?

Add it to the meaning of the word.

Making the most of lectures

Before a lecture ...

Plan

- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...

Predict

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

- | | | |
|-------------------------------|---|-------------------------------|
| advantages and disadvantages | → | two-column table |
| cause and effect | → | spidergram |
| classification and definition | → | tree diagram/spidergram |
| comparison and contrast | → | two-column table |
| facts and figures | → | table |
| sequence of events | → | timeline |
| stages of a process | → | flow chart |
| question and answer | → | headings and notes/spidergram |

Speaking from notes

- Sometimes you have to give a short talk in a seminar on research you have done.
- Prepare the listeners with an introduction.
 - Match the introduction to the type of information/notes.