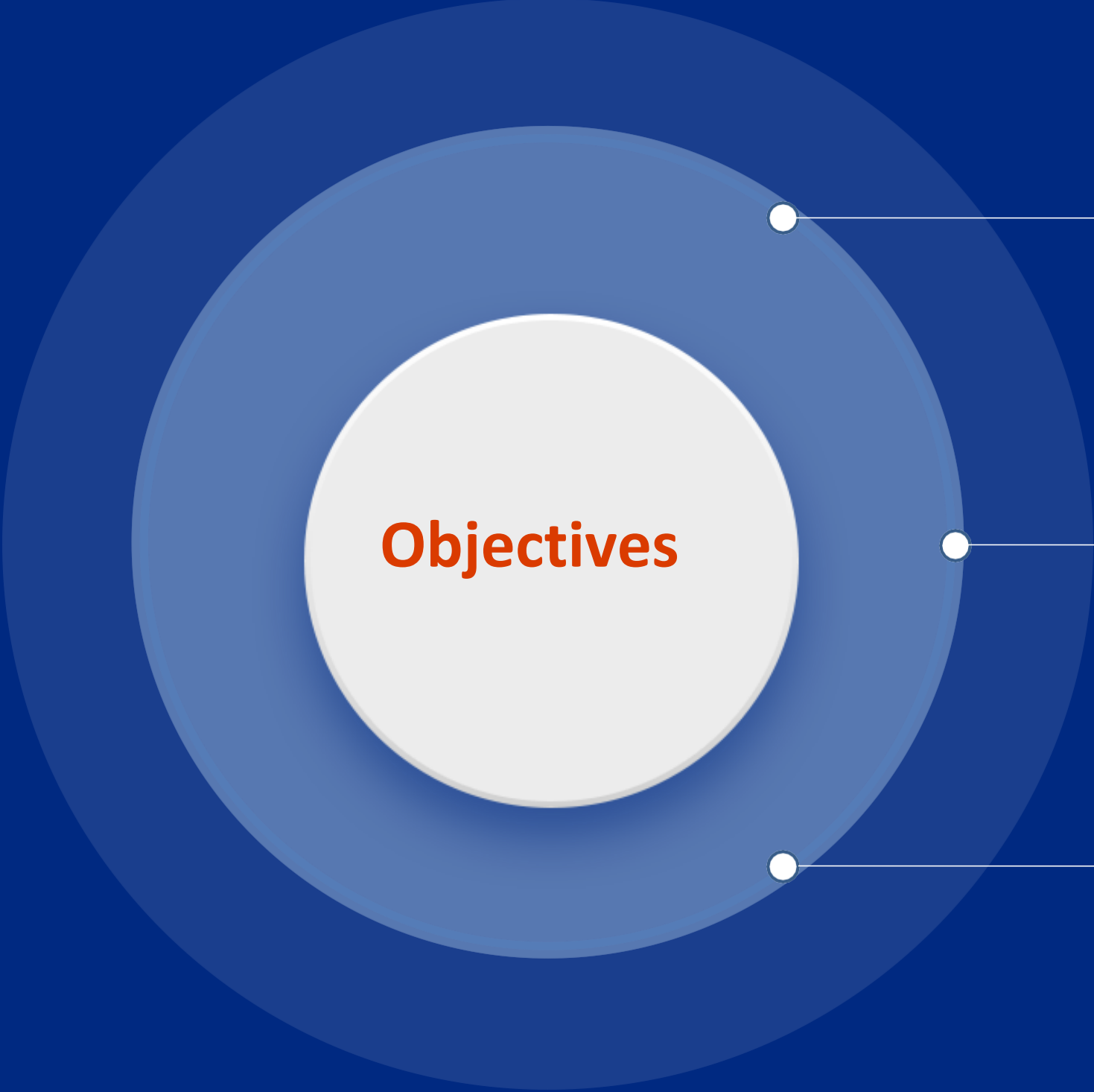


Business Advanced

Unit 10: Leadership





Objectives

Discuss types of leadership

Give a briefing using the passive

Say how you feel about something

Starting Point

Answer the following the following questions:

1. Think of examples of good leaders in different walks of life (e.g. politics, sport, business, the arts).
2. Can you learn good leadership skills, or are they something you are born with?
3. What is the difference between a *leader* and a *manager*?



Working with Words | Talking about leadership styles

1. Read the first paragraph of an article by leadership coach, John Keyser.
Discuss the following questions (1-2).

Dynamic leaders ask for help

Many senior managers have become isolated and **hands-off**. We spend most of our time together with other senior execs, in endless meetings and, when not in meetings, captured by our smartphones. We are in continual contact with each other - and are way too removed from the core meaning of our work.

1. Do you agree with what the writer says?
2. What can people in leadership roles do to make sure this doesn't happen?



2. Read the rest of the article and compare the writer's suggestions with your own ideas from 1.

How can we break through that isolation, show our **conviction**, and remember our sense of purpose? We can start by putting our smartphones in our pocket and walking out our office door. We should go to the source of our company's productivity and purpose: our people. Simply talking with our people, showing **empathy**, asking how they're doing and what they're working on, will help us to re-energize. A **people-focused** principle I admire is, 'To be a truly great leader, we must stand with our people, not above them.'

People want to feel appreciated and valued - and heard! When we have sincere, **collaborative** conversations with our people, when we ask for their ideas and listen patiently and intently to understand and learn, we break through the barrier between 'us' and 'them'. We connect with the core energy of our company, and we add fuel - our own **self-aware** resurgence of energy and **passionate** resolve to help our people and our companies be the very best they can. Our people will know how to improve our business. They want to be helpful. Everyone does. They are just waiting to be asked. And they will be thrilled when we do.

When we ask for their ideas and even their feedback about how we are doing as leaders, we show them how important it is to have an open mind and a **commitment** to continuous improvement. And just like that, by asking for and offering timely and honest feedback, we are creating that culture of continuous improvement, both individually and as a team. It's that simple.

If we show that we are **humble** and **adaptable**, and have the inner confidence to allow ourselves to be vulnerable and ask for feedback, they will want to do the same. If we can listen with our full attention, fully present, focused and positive and with comfortable eye contact, we invite them to consider how they, too can improve, and to offer their ideas for the company. And when we are **decisive** and follow up with the following questions, they will know their ideas are being heard. That they matter.

This is how we show **integrity** and open the door to trust and solid, productive working relationships.

Oh, and how do we make time for these conversations? Let's reduce our time in those eternal meetings. How? Ask our people. They don't want to spend so much time in meetings either. Ask them how we can have fewer meetings and shorter, more productive have a discussion aboutions.

3. Which leadership qualities are these people talking about? Match the adjectives (A) or nouns (N) in bold in the texts in 1 and 2 to quotes (1-12).

1. 'Martina knows her own mind and what she's capable of - I like that.' (A)
2. 'Kyle never interferes unless we ask for his input - he just lets us get on with it.' (A)
3. 'They really understand us. They know how we operate and what makes us tick.' (N)
4. 'I appreciate the way she isn't at all arrogant, even though she's so successful.' (A)
5. 'They believe in involving everyone in the decision-making process.' (A)
6. 'He loves this business - it's his life and he wants everyone to know how great he is!' (A)
7. 'My team are focused on the success of this project - they always give 100%.' (N)
8. 'People have to know that you are principled, that you mean what you say, and that they can trust you to do the right thing at the right time.' (N)
9. 'Sofia's an excellent communicator - she gets on well with everyone.' (A)
10. 'Alicia's not afraid to change direction if the circumstances demand it, but she always thinks through the implications.' (A)
11. 'Someone who isn't afraid to make difficult choices - who can weigh up a situation and commit to a course of action.' (A)
12. 'You have to believe totally in what you're doing - if you don't, you won't succeed.' (N)

4. **Role-Play.** Read the feedback from team members about their team leaders and describe the leadership styles. Then report back on one of the team leaders to the rest of the class.

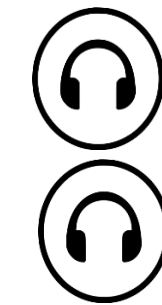
Student A					
Please evaluate the following:					
(1 = excellent, 5 = poor)					
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project		✓			
Honesty and openness					✓
Ability to make decisions			✓		
Willingness to consult team about decisions					✓
Flexibility in dealing with change		✓			
Communication with team	✓				
Understanding of team's needs and concerns			✓		
Allowing team to do their work unsupervised		✓			
Self-awareness					✓

Student B					
Please evaluate the following:					
(1 = excellent, 5 = poor)					
	1	2	3	4	5
Ability to achieve results			✓		
Commitment to the project				✓	
Honesty and openness			✓		
Ability to make decisions			✓		
Willingness to consult team about decisions	✓				
Flexibility in dealing with change		✓			
Communication with team			✓		
Understanding of team's needs and concerns	✓				
Allowing team to do their work unsupervised		✓			
Self-awareness				✓	

5. Discuss about the following questions (1-2).

1. How would you describe the typical leadership style where you work or study? Is the style of leadership different at different levels of the organization?
2. How would you describe your own / a colleague's leadership style?

6. Listen to two people talking about becoming a team leader and answer the following questions (1-2). Lydia works in a university research department and Bruce works for a major aircraft manufacturer.



Audio 10.1
– 10.2

1. What challenge did each new team leader face, and how did they approach it?
2. What do you think of the approach described by each speaker?



7. Match (1-12) to (a-l) to make phrases from the audio. Then listen to check your answers. What other combinations are possible?



Audio 10.1



– 10.2

- | | |
|------------------|---|
| 1. avoid | a. a sense of cohesion |
| 2. be consistent | b. my authority |
| 3. build | c. influence over |
| 4. develop | d. them to work together |
| 5. establish | e. individual achievement |
| 6. establish | f. the temptation to micromanage |
| 7. exert | g. confidence in them |
| 8. generate | h. a culture of trust |
| 9. get | i. a sense of team spirit and collaboration |
| 10. instill | j. in my expectations and feedback |
| 11. recognize | k. mutual respect |
| 12. reinforce | l. my credibility |



8. Discuss what advice you would give in these situations.

1. A colleague has been offered a team leadership role in a different department but in the same company in Chicago. This involves taking over an existing team who all know each other.
2. A team leader has to manage a large team involving people from a number of different professional areas and cultural backgrounds.

9. How you would react to the challenge of a new leadership role. What would you be good at/ need to work on?

Culture Question

- ⦿ What problems could arise at work when bringing teams together with leaders from different national or working cultures?
- ⦿ Is it acceptable to challenge authority in your national or working culture? Why/Why not?



Business Communication | Giving a briefing

Read the *Context* and the meeting agenda.

Context

Nordica is an American-owned financial services group in the Nordic and Baltic Sea region. It was created by the recent merger of several smaller independent banks in Norway, Sweden, Finland and Denmark.

Currently 80% of its private customers and almost 100% of its business customers use Nordica's e-banking system. However, the technology within the group is not fully integrated, and the company has decided to upgrade its infrastructure with a single system that is fast, innovative, flexible and cost-effective. An initial briefing document has been sent out to all departments. Local briefing meetings are now being held throughout the company to clarify the situation, ensure buy-in from staff and deal with any concerns.

1. Now, listen to Jim Brolin's briefing in Part 1 of the meeting and answer the following questions 1-3.



Audio 10.3

1. What does Jim say are the main benefits of the proposed change?
2. Would you describe Jim's attitude to the proposed change as ... ?
 - a. mainly positive
 - b. mainly negative
 - c. neutral
3. Which of the following techniques does Jim use to make the managers feel part of the change process?
 - a. **says** they are all individually important to the success of the change process
 - b. **promises** large bonuses if the process is successful
 - c. **asks** them to work as a team and suggests ways of working together
 - d. **asks** them to show commitment and leadership
 - e. **warns** them not to oppose the change
 - f. **encourages** consultation with their teams

Agenda

Briefing meeting - E-banking system

Meeting location: Sweden

Attendees: Jim Brolin, Group Corporate Account Manager, New York.
 Anna Kekkonen, Client Account Manager, Helsinki.
 Thomas Lindstrom, Client Account Manager, Gothenburg.
 Jessica Nielsen, Client Account Manager, Copenhagen.

1. Information about project - Jim.
2. Question and answer session.
3. AOB



2. Listen again to Part 1. Write down the expressions that Jim uses to do (1-3). Add any similar expressions you can think of.



Audio 10.3

mYngle

1. Announce decisions and distance himself from them: _____
2. Focus on the benefits of the proposed change: _____
3. Make the other client account managers feel involved: _____

3. Brief a group of colleagues on a potentially unpopular or problematic change that is going to take place within your organization. Choose one of the following topics or use your own idea.

- ☐ a budget cut
- ☐ a reorganization of staff into different groups
- ☐ a change to the reporting lines
- ☐ a change to a key system or working practice

A briefing document has already been sent round. Prepare a short introduction to the briefing meeting. Include steps 1-4.

1. Explain the change, and make it clear that you are not responsible for the decision.
2. Focus on the positive benefits of the proposed change.
3. Make sure everyone in the meeting feels involved.
4. Present your introduction to the class.

4. Listen to Part 2 of the meeting and answer the following questions (1-2).



Audio 10.4

1. What concerns do the three client account managers have?
2. How does Jim respond to their concerns? Is he dismissive or reassuring?



Key Expressions

Giving information from other sources / distancing

- *A decision was taken ...*
- *It has been agreed that ...*
- *It is proposed that ...*
- *My understanding is ...*
- *Apparently ...*
- *As I understand it ...*

Focusing on positive benefits

- *What this will allow us to do is ...*
- *... is something we couldn't do before.*
- *... it will be well worth ...*
- *In the longer term, the benefits are clear.*
- *Another great thing about this development is ...*

Making people feel involved

- *You are crucial to ...*
- *Each one of you has a key role to play in ...*
- *I'd like to see all of you ... -ing*
- *I would encourage all of you to ...*

Expressing concerns

- *I understand the reasons for ... ,*
- *but I'm slightly concerned about ...*
- *I have some reservations/concerns about ...*

Responding to concerns

- *That's a valid point, but ...*
- *I really don't see this as a problem.*
- *I understand where you're coming from ...*
- *I understand your concerns,*
- *but I think we need to look at the positive side.*
- *... let's give this a chance to work.*

Asking for assurance

- *I wonder if you have any information about this?*
- *Can you assure us/give us an assurance that ...?*
- *What assurance can you give us that ...?*
- *Are there any guarantees that ...?*

5. Listen to Part 2 again and complete these sentences. Audio 10.4

Jessica: ... it's something all of us are worried about. I understand the reasons for upgrading the system, that's clear, but **1** _____ the timing and its effect on my team. Will we have enough time to prepare properly? And will there be an increase in workload? **2** _____ about this?

Jim: Well, **3** _____, but **4** _____ the positive side. We've been given a deadline of the 30th of September, which is still more than three months away. **5** _____, the switch over ...

Thomas: ... You said you wanted us to work together, and I like the idea of regular meetings and sharing ideas, but **6** _____ having to schedule and coordinate the training for my team. I don't really feel I have the expertise to do this. **7** _____ we'll get the appropriate level of support?

Jim: Of course. **8** _____, but again **9** _____. **10** _____ that you will receive all the instructions and materials ...

Thomas: ... I guess that should be OK. But **11** _____ the impact on customers. I mean, how do we ensure that we continue to provide a proper service? **12** _____ that it will work?

Anna: That's a good point. And can we address the issue of costs and budgeting? I think the basic idea is good, but **13** _____ the cost implications. I mean, whose money are we talking about here? **14** _____ we won't be asked to contribute ...

Jim: Well, **15** _____, of course. The core investment comes from central funding, obviously. ... I've been told that the costs need to be shared, around. **16** _____ the intention is to make everyone's life easier and better — including yours. Anyway, the decision has already been made. I know it's not great, but come on, **17** _____.

6. Match expressions (1-17) in 5 to categories (a-d).

- Expressing concerns: _____
- Asking for assurances: _____
- Responding to concerns: _____
- Distancing speaker from information: _____

7. Role Play. Discuss about situations (1-3). Student A should express concern and ask for assurances, and Student B should respond to the concerns and make a positive comment. Then change roles and repeat.

mYngle

	Situation	Positive points
1	The company has announced a one-semester freeze on recruitment.	It's <u>only for</u> one semester and will keep spending down.
2	Your team's project deadline has been brought forward by one month, but there is no increase in resourcing.	The team is strong and will rise to the challenge. It will also allow the company to get ahead of the competition.
3	Your company plans to increase the number of management layers.	This will create more promotion opportunities.

8. Follow steps (1-3), then change roles and repeat.

- 1. **Student A:** think of a change that has been / might be introduced in your company and explain it to your colleague.
- 2. **Student B:** listen to the explanation of the change and make a list of concerns you would have about it if it happened in your company/department/industry.
- 3. **Discuss** B's concerns and A's assurances of the benefits.

Language at Work | Using the passive

1. Look at sentences (1-8) and underline the passive forms.

1. Anyway, the decision has already been made
2. It has been agreed upon that we are going to contribute to the company more often.
3. It is proposed that we hold a series of seminars for team leaders ...
4. It's been suggested that the regional centers should contribute a certain amount of the training costs, on the basis that this will be recouped in increased business later on ...
5. I've been told that the costs need to be shared *pari passu* among all the partners.
6. The switch over to the new system will be coordinated centrally and you'll be briefed about it well in advance.
7. We are very pleased to inform that the offices in Chicago have been finally built.
8. We've been given a deadline of the 26th of May.

PARI-PASSU

"Equally and without preference"

2. Look at the passive forms in sentences 1-8 in 1 and have a discussion about the following the following questions.

1. In each sentence, what tense is the passive form in?
2. Why does the speaker use a passive form in each sentence? Consider these reasons (more than one may be possible for each sentence).
 - a. because the speaker wants to be more formal
 - b. because it's not important who is involved in the action
 - c. because the speaker doesn't know who is involved in the action
 - d. because the speaker wants to distance himself/herself from the action

3. Look at sentences a-b in the table and answer questions 1-3.

Active	Passive
a. My boss suggested that the costs are too high.	It has been suggested that the costs are too high.
b. My boss told me that the costs are too high.	I've been told that the costs are too high.

- Which active sentence has an indirect object?
- What happens to this word in the passive sentence?
- Is the following sentence possible? Why/Why not?
I've been suggested that the costs need to be shared around.

4. Role Play. In turns report the information in sentences (1-6) in the passive, using the correct form of the verbs in *italics*. Look at the verb table below and your answers in 3 to help you.

Verbs with the same pattern as <i>tell</i>	Verbs with the same pattern as <i>suggest</i>
inform, instruct, persuade	agree, decide, propose

- Our new official deadline is the 1st of July. *inform*
- Management think we should cut down on coffee. *agree*
- The department will be restructured next year. *propose*
- Head Office is willing to reduce our spending by 15%. *instruct*
- Bonuses will be paid twice a year from now on. *decide*
- We're going to take part in a new system trial. *persuade*

5. Read the memo and decide how you would report this to colleagues, depersonalizing where necessary.

Memo

3.1 Job shadowing initiative

From: Senior Management Team
To: all group heads - Juan C, Chris T, Anastasia G, Bruno R, Robert C, Suzanna H, TimJ, Andy W

Decision

We have approved a job shadowing scheme within the division.

Objective

To foster cooperation and teamwork by helping staff to better understand what their colleagues do on a daily basis, and the demands of job roles outside their own discipline. Departments involved: Finance, Operations, Marketing, Sales, Production, Customer Service, Logistics, Research & Development

Requirements

All members of staff at team leader grade and below will have to spend a minimum of four half-days (by the end of next month) shadowing a colleague in an appropriate department. We want all individuals to

- set up and schedule their own shadowing programme
- report back on and evaluate their experiences
- agree with their line manager what changes to make to their work as a result of their participation in the scheme.

We will not allow extra time for work you don't complete within this period. We expect that staff will cover for absent colleagues.

Practically Speaking | Expressing personal views

1. Answer the following questions (1-2).

1. How easy do you find it to make people understand what you really think in English?
2. Is it easy to get other people to tell you what *they* really think?

2. Listen to three conversations. For each one, say: Audio 10.5

1. what the people are have a discussion about.
2. where/when they might be having the conversation

3. Listen again and complete sentences (1-9). Audio 10.5

Conversation 1

1. But _____, I think there are still some things to sort out.
2. And _____, I don't see how we can agree to something that we haven't even been consulted about.
3. _____ I find that quite difficult to accept.

Conversation 2

4. It was challenging, yeah. But _____ I really enjoyed it.
5. _____, I'm not particularly good at working in a big team.
6. _____ It's fine, the job's good, but ...

Conversation 3

7. Yeah, well ... maybe. _____ I think that's down to their attitude.
8. _____: you get out of these things what you put into them.
9. Look, _____, if you expect something ...

4. Answer the following questions (1-2).

1. Look at your answers in 3. What follows these phrases? Why might you use them?
2. Read the audio script 10.5. What the following questions and phrases does speaker A use to encourage B to express their personal views?

Script

Conversation 1

A: So what did you think of the meeting?

B: I thought it was quite productive. But to be honest with you, I think there are still some things to sort out.

A: Oh? Such as?

B: Well, for example, we still don't really know how the new assessment system will work in practice. And personally speaking, I don't see how we can agree to something that we haven't even been consulted about.

A: You're not in favour of the changes then?

B: It's not that. I'm actually quite enthusiastic about them. But it's the lack of proper consultation, the lack of any real discussion. I have to say I find that quite difficult to accept.

A: Yes, I can understand that ...

Conversation 2

A: I was interested in what you said earlier about working in Kenya.

B: Yes, it was a good experience for me, especially so early in my career. I learned a lot.

A: What did you like about it in particular?

B: Well, the people were fantastic – positive, friendly, incredibly hard-working. But what I really liked was the independence. It was just me and a team of locals in the field office – I was accountable to Head Office, of course, but I was pretty much free to make my own decisions.

A: Even so, it must have been challenging at times?

B: It was challenging, yeah. But to tell you the truth, I really enjoyed it. To be perfectly honest, I'm not particularly good at working in a big team. I much prefer to be my own boss.

A: I can see that that would have been quite attractive. So ... how does it feel to be back at the centre of things?

B: Honestly? It's fine, the job's good, but what I'd really like to do is run my own operation, my own projects, with no ... well, interference. That would be even better.

A: Yes, I know what you mean ...

Conversation 3

A: You were saying earlier that you'd been on a team-building course.

B: Yes, the whole weekend.

A: I heard some people thought it was a waste of time.

B: Yeah, well ... maybe. Personally, I think that's down to their attitude.

A: What do you mean?

B: Well, I look at it like this: you get out of these things what you put into them.

A: You mean, if you approach it positively, you'll get something positive back?

B: Exactly. And vice versa. Even if you aren't 100% sure, at least give it a try.

A: So ...?

B: Look, my attitude is, if you expect something to be a bad experience, you go in expecting it to be pointless, chances are it will be – for you. Don't get me wrong, I know when something's not working. But I do think I have the ability to make the most of my opportunities. It's one of my strengths.

A: Well, good for you.

B: Yeah ... look, anyway, how was your weekend?

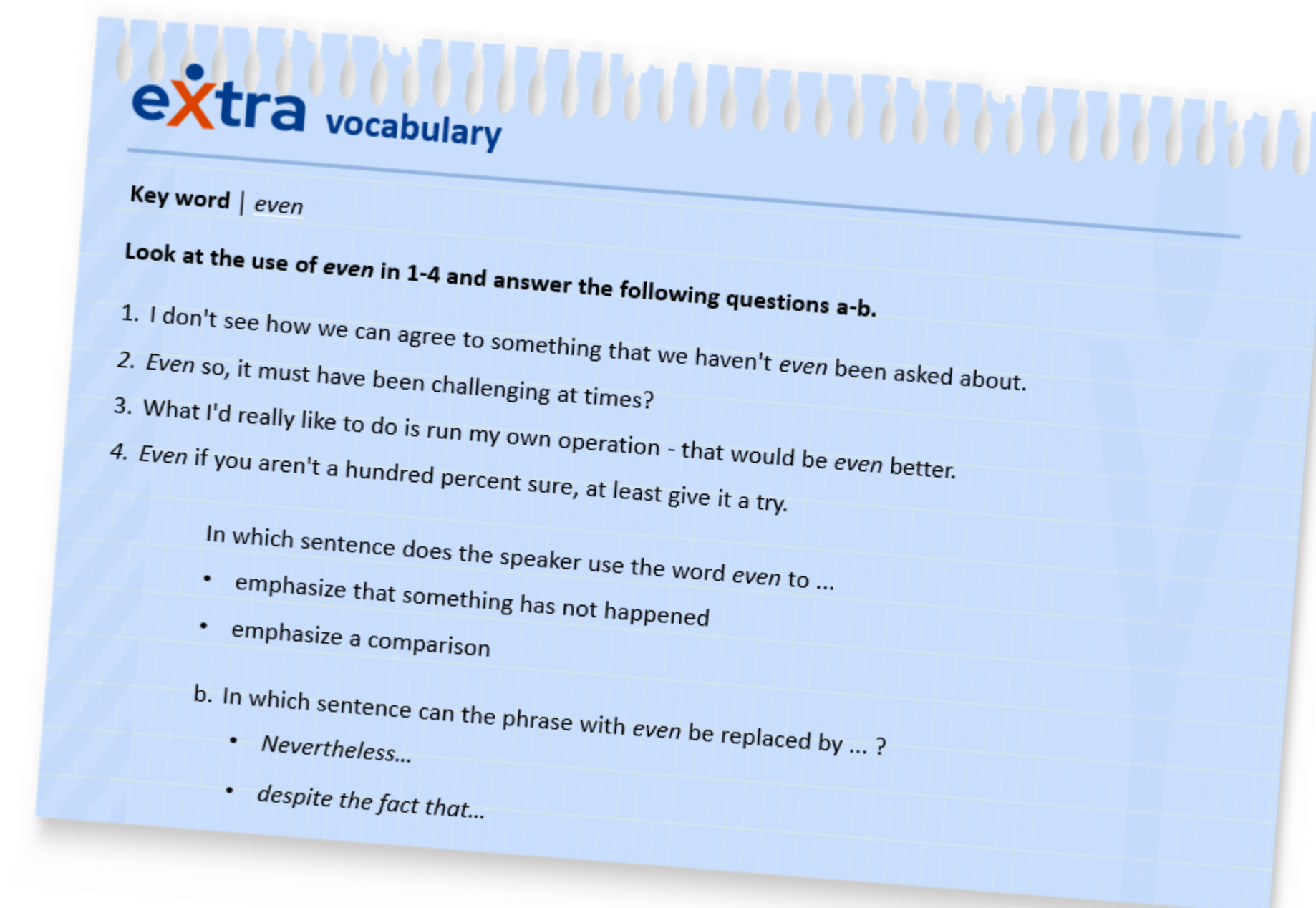
5. Role Play. Have a conversation about situations (1-2). In turns be A and B (A and B are colleagues). Student A, encourage B to express personal views. Student B, express your personal views.

Situation 1

You meet in a rest area while you are both getting a coffee. B has been on a leadership training course - the content was useful, but the trainer was quite inexperienced and didn't seem to understand the participants' needs.

Situation 2

You have both been in a briefing meeting, and leave together. Some proposals for new working practices have come down from senior management. The effect will be to increase everyone's workload, without any similar increase in resources.



TALKING POINT

Context: Leading when you're not a leader

Whether or not you are an officially appointed leader, you'll find yourself in situations, both privately and professionally, where you need to lead and influence others. At work, it can be tempting to let the official leaders do the leading. But what about the situations you feel strongly about? What if you really want one of your ideas to be implemented? How do you use your personal leadership style to make your boss listen and get what you want?

Leading your Leaders

Guerric de Ternay, Entrepreneur and digital marketing strategist: Implementing new ideas in an organization is challenging for many reasons. From internal politics to lack of time and resources, there are just so many obstacles to face ... Yet, every company needs leaders - like you - to make sure your organization constantly evolves and continues to innovate.

10 easy ways to convince your boss to try some of your new ideas

1. Frame your suggestion to match their goals

Your boss does not really care about making your life easier - well, to a certain degree they do, but there are limits. Instead of presenting an idea as a way to make your life easier, frame it as a way to make yourself *more productive*. In terms of how it might help them: improving the team's performance, increasing the number of outputs per day and making more sales, are certainly important matters to your boss.

2. Pay extra attention to your boss's problems

Your boss has some metrics, some key performance Indicators (KPIs) in mind. As an employee, you are a cost. If you can prove that your suggestion can increase your results for the same cost, you are getting closer to convincing your boss. Instead of considering your problems first, think about the world from the perspective of your boss. What are their goals? What will get them promoted? What do they need to do to succeed?

3. Build the reputation to be a great performer

Decision-makers have more trust in great performers than with average employees. That is natural. Heroes get praise and attention. In an organization, what I call the 'hero effect' is similar to how brands impact consumers. The more you see and hear about it, the more you trust it. Keep in mind that bosses are more likely to consider ideas from those they see as the highest performing people on the team. It not only depends on your efficiency, but also on how your boss sees your results.

4. Take advantage of the FOMO

People don't want to risk their reputation and, as a consequence, avoid making bold decisions. One easy way to counterbalance this is to create a sense of urgency. Comparing is a great tool for that. You can make a strong case by establishing that some competitors have implemented a similar idea with success. Nobody wants to stand behind the competition. Mentioning the competition often triggers a fear of missing out (FOMO).

5. Look for ideas in business books

Business books are full of new ideas. Reading the relevant books will help you be better informed. You'll be prepared to answer some tough the following questions from your boss and have examples to support your suggestions.

6. Get support from a colleague who is well-respected

Build an internal network. If you're not alone to suggest an idea, it will have a larger impact. In some cases, it might even be better if someone other than you makes the pitch. If you have a good relationship with the peers of your boss, especially peers they respect, consider trying to get them involved.

7. Know how to pitch it to your boss

Pitching is the key moment when you want to persuade someone to try new things. The format matters. You need to know what your boss likes. Should you have a discussion about it informally during a coffee break? Should you organize a meeting with other stakeholders? Should you first write the idea in your team's project wiki or other collaboration tool?

8. Leverage objective data

Data doesn't lie. It is just information. How you interpret it matters more. Use numbers. You can also leverage user research. Using information from customer feedback is compelling most of the time.

9. Do a low-cost experiment

Minimize the risks and lower the cost to a minimum. Plan for a trial. You need to find a way to measure the experience. Monitor the difference of using it or not. Define a list of criteria in order to evaluate if the trial was successful.

10. If your boss agrees to give it a try, do everything you can to make it work

Implementing a new idea requires extra effort, especially at the beginning. It takes a lot of time before something becomes habit in an organization. You can't just assume that because your boss said yes, everyone will follow their recommendation, especially if they were sceptical and you had to make an extra commitment to make it happen. Once your boss has agreed to give it a try, you need to do everything in your power to make sure that it will work. Otherwise, it will be tough to convince your boss the next time. Your future reputation is on the line.



Discussion

1. Even if you are not in a leadership position, what leadership skills do you have?
2. Compare your answers *1* with the points in the main article. Which points do you agree with? Which ones do you think would have an effect on your boss? Discuss your ideas with a colleague and explain your reasons.
3. How easily persuaded do you think you are? What methods of persuasion would work best on you?



Task

1. Think of a change, however big or small, that you really want to make at work. List some of the reasons why you would like this change to happen and the results you expect.

Why I want to make the change	What the results will mean

2. Now look at your list and transform the statements you made in 1 to appeal to your board of directors.

I will convince the board of directors by saying ...	The benefits they will see are ...

3. Role Play. Try to persuade your teacher to implement your idea.

