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Introduction

At York Associates, we always aim to develop the skills which help professionals to do their jobs better. In recent years, we have worked hard to enrich our Business English and professional communication training with intercultural content. More recently, we have included a focus on important interpersonal and management skills for listening, building relationships and trust, influencing, etc.

Our approach is built on the premise that good communication is vital to achieving results at work. Effective international communicators need a blend of language, professional communication, intercultural and management skills to be successful.

Welcome to *International Management English*, a new series published jointly by York Associates and Delta Publishing. The four titles in this series are:

- *Leading People*
- *Managing Projects*
- *Working Virtually*
- *Managing Change*

Each book includes either one or two audio CDs.

Professional language training with a management focus

Each book consists of eight units of study, containing four sections per unit:

- **Section A: Discussion and listening**
Engaging and relevant content in areas of international management and teamwork
- **Section B: Communication skills**
Opportunities for the practice of key skills in areas such as conflict management, team-building and giving/receiving feedback, as well as more familiar topics such as presentations, meetings, negotiations and writing e-mails
- **Section C: Professional skills**
Authentic texts from leading management writers and thinkers, designed to encourage reflection and debate among readers
- **Section D: Intercultural competence and Case study**
A focus on raising intercultural awareness, followed by an illustrative case study drawn from the author's experience of the international business world

In addition, each unit offers:

- a strong emphasis on vocabulary learning, with glossaries of key terms at the end of each unit
- practical tips on how to improve performance at work
- the opportunity to use a learning diary, which encourages the setting of realistic goals to implement the learning points from each unit.

At the end of the book, the Word list provides a useful list of key words, referenced to the first occurrence of each word.

Having worked through the book, you will have developed not only your business language skills but also your ability to communicate and manage real challenges in your international working environment.

To the teacher

The four titles in this series represent a new development in ELT. They broaden the scope of teaching to include highly relevant management topics and skills. The materials are not only engaging for teachers, allowing them to introduce and develop new management communication skills in an ELT classroom; students are also motivated as they learn how to manage real professional communication challenges which they face at work on a daily basis.

Each title is designed primarily for work with both small and larger groups, but can also be used in one-to-one situations and has many features which will support self-study.

Across the eight units of each title, there is a strong focus on developing fluency and skills to communicate effectively in real work situations. There are opportunities to practise listening, reading and writing skills. The intercultural case studies in Section D are drawn from real-life examples and provide engaging discussion and problem-solving material for the ELT classroom.

There is online support for trainers (www.delta-publishing.co.uk/resources) in the form of notes for each unit, which provide background information on the management topics and skills presented.

A final word

To both learner and teacher, we would like to express the hope that you find the materials stimulating, and that they help people to communicate more effectively at work.

B Communication skills: Using influencing skills

- Think about it** 1 Describe what happened the last time you had to negotiate an agreement or convince someone to do something.
- 2 Do you know or use a special technique for negotiating or convincing people? Tell the group about it.

Listen to this 3  **22** Listen to a discussion between AI, a supply-chain manager at an automotive parts company, and Consuela, the production manager at one of the company's plants in Spain. Answer these questions.

- a How does AI begin the meeting with Consuela?
b How has AI helped Consuela in the past?



4  **23** Listen to the next part of their discussion and answer these questions.

- a What is AI's objective?
b What is Consuela's main problem?
c Do you think AI is listening to Consuela? Give examples.
d What is Consuela's priority?
e How does AI address Consuela's priority?



5  **24** Listen to the final part of the discussion and answer these questions.

- a What common ground exists between AI and Consuela?
b What solution does AI find with Consuela?
c Does AI achieve his objective?

6 a Match each of the negotiating words from the box with a definition below (a-i).

bargaining	benefits	compromise	concession	consensus
disadvantage	disagreement	leverage	priorities	proposal

- a When parties don't have the same opinion
b The process of proposing and counter-proposing
c When all parties have the same opinion
d When one party has less power or influence than the other
e When a position is put forward
f The power to influence a person or situation
g The positive points
h The action of giving something up in order to move forward (*two words*)
i The most important points
- b Now complete each of these phrases with an appropriate word from above. In some cases, more than one is possible.
- a make a ...
b reach a ...
c be at a ...
d put forward a ...
e have some ...
f have a ...
g to engage in collective ...

Focus on language 7 Look at the model below for influencing, in which AI breaks down communication into three parts. Match each of these phrases (a-m) to one of the parts (1-3).

- a Can I ask you what your priorities are over the next couple of years?
b Can we agree, then, that the sooner we implement the new system, the better it is for both of us?
c How are things going for you?
d I don't know ... I guess we could do that.
e I hear what you're saying ... Have you considered the benefits you'll get?
f I'd like to hear your views and find out how you feel about this.
g It's good of you to come over today.
h Nice to meet you face to face at last! Would you like a coffee?
i So, can I summarise the key points?
j So we have an agreement. Can you draw up a schedule?
k To save more costs, I can second one of my people to your team for, say, six months. How does that sound?
l We're working towards the same goal here, so let's see what we can do with the budget.
m What extra costs exactly will you incur?

Tips for influencing

1 Rapport/relationship-building

- Get on the same wavelength.
- Create a harmonious, positive atmosphere.
- Build rapport.

2 Active listening

- Understand the other person's point of view.
- Focus on their needs.
- Take time to listen to them carefully and find out about their interests and expectations.
- Clarify their arguments and assess the logic of their reasoning.

3 Persuading/convincing

- **Balancing argument**
 - Outline the benefits of the proposal and argue your case with logic.
 - List the issues which are important to both sides and identify the key issues and any areas of common ground.
- **Conceding**
 - Know when to compromise.
 - Offer concessions where necessary.
- **Moving to agreement**
 - Decide on a course of action and come to an agreement.

Let's talk 8 Work with a partner.

Student A: Turn to page 89.

Student B: Turn to page 92.

Choose one of the scenarios and, using some of the language from Exercise 7, persuade a colleague to change the way they do something.