



Management

English

Intelligence

**Essential explanations, vocabulary and summary
notes on Technical Management and Business
English fundamentals**

**A useful outline and introduction to the broad,
changing and dynamic subject of Management
English**

Clement Joseph Wulf

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Table of Contents

Acknowledgements.....	I
Preface	III
A teaching concept for Management and Business English.....	V
What is Management English Intelligence?	1
1. The nature of management.....	3
2. Basic ideas in management innovation	11
3. Corporate strategies for a successful company	16
4. Functional areas of business and company profile.....	19
5. Management practices.....	33
6. Basic principles of management	36
7. The business plan	51
8. Crisis management	59
9. Knowledge management.....	68
10. Entrepreneurship.....	74
11. Soft skills for the business executive.....	84
12. Team building.....	89
13. Business size and integration.....	97
14. Raising money for business.....	108
15. Company shares.....	113
16. Mutual fund/unit trust.....	128
17. The basics of accounting	133
18. Marketing	143

19. Legal forms of business.....	158
20. Basics of investment and commercial banking	170
21. Home trade and the supply chain	177
22. The business cycle.....	186
23. Globalisation: a business and economic perspective.....	192
24. Planning tips for managers and management students.....	201
25. Communication exercises and assignments.....	203

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Dedicated to my parents, Kennedy and Stephanie Joseph and my daughters, Lucia and Leslie Wulf.

Preface

Welcome to Management English Intelligence, an introductory Management English course book for non-native speakers who need technical English to be able to operate effectively in an international business environment. A lot of research has gone into this book to ensure that it meets the standard of a modern Management English textbook.

The subject of Management and Business English is so vast that one book alone cannot be sufficient to impart more than an outline of the subject. An outline, though, is all this book attempts to present. That is to say, this educational resource should be regarded as a supplementary key, explaining succinctly the important vocabulary and expressions in Management English. The treatment of the subject is brief, simple, factual and practical; unimportant words have been omitted and the latest ideas and techniques have been incorporated. If readers are encouraged to read further, then this itself is a satisfactory result.

Essentially, the chapters in this book are aimed at exposing not only students of economics, management and business studies, but also business professionals to the most significant and widely used terms, expressions and vocabulary on the subject. Some chapters contain a business briefing and a starter exercise

which present background views and concepts with key vocabulary and questions presented in context. I assume that anybody using this book has a reasonable knowledge of and ability to use English, at least up to competence level B2/C1, according to the Common European Framework of Reference for Language Learning.

In writing this book, I have deliberately tried to keep the text as easy to read as possible. The methods by which the subject should be taught and soft skills imparted are explained on the following page. I wish you the very best as you work towards your career goals, and fervently hope that you will find Management English Intelligence interesting, rewarding and helpful.

Clement Wulf

A teaching concept for Management and Business English

A vote for soft skills

The language of Management and Business English is an immensely democratising institution where learners are afforded basic rights to express themselves freely. Hence, a deliberate effort must be made to reduce TTT (teacher talking time) and increase STT (student talking time). This can be done through the use of case studies, business games, management role plays and interactive simulation. By the same token, lesson plans should encompass and pursue a more co-operative, constructivist and learner-centred style where the teacher's role is reduced to that of a mere facilitator, discussion partner or ideas generator. That approach also includes favouring learning by doing instead of learning by reading and lecture.

All too often, Business English language instructors confuse knowledge of English with communication skills. This is why it is imperative that case studies with a focus on effective communication be used to arrive at general business principles, theories and technical language explanations.

Furthermore, if we wish to teach learners of Management and Business English how to deal with complex business problems interpersonally, soft-skills handling is indispensable. Collateral learning, which means providing a skills-related learning experience, should be the norm in classrooms today. Basically, a holistic approach to Management English necessitates the inclusion of values and skills such as interaction, self-management, presentation and organisation in your lesson concept.



Notes: business brief

- Reduce “teacher talking time” and increase “student talking time”.
- Abandon traditional method (teacher’s action; effect on learners).
- Adopt revised version (learner’s action; effect on teacher).
- Use interactive simulation, not traditional approach of frontal teaching.
- Pursue more co-operative, constructivist and learner-centred style.
- Perform role of facilitator, discussion partner and ideas generator.
- Teach importance of soft skills in business: interaction, self-management, presentation and organisation.

- Use phraseology, lexis and collocations when imparting knowledge and explaining business concepts.
- Make extensive use of in-trays, case studies, business games, management exercises and role plays.
- Favour learning by doing instead of learning by reading and lecture.
- Indicate a preference for experiential or active learning rather than cognitive or reflective learning.
- Orchestrate lessons around the concept of inductive rather than deductive methodology. Case studies should be used to arrive at business principles and theories.

How to use this book

This book is written for one purpose only: to get both students and teachers exposed to the most essential business and management terms in just one volume. It is not a book that requires you to start at the top of the table of contents and linearly work your way through to the end; although that may not be a bad idea. You certainly need to become familiar with its format, layout and organisation. Essentially, it is a teacher's instruction book as well as a student's supplementary textbook.

Because the book was designed in a certain way, there aren't too many options for how you can use it. When I wrote and designed it, here's what I had in mind.

- This publication is **not** a reference book, but instead a Management English handbook.
- The writing style is informative and emphasizes both facts and opinions.
- There are various types of activities in every chapter, including warm-up questions, follow-up activities, research assignments and presentation exercises.

To the teacher

- This book is not meant to replace you: as a teacher, you have an essential creative contribution to make by adapting the material to the students' needs and interests.
- You are expected to explain essential terms and expressions which may not be sufficiently covered in this book.
- Many of the "focus on vocabulary" exercises can be done as homework research assignments.
- You should engage in "starter" discussions before delving into the various units in the book.
- The open-ended discussion activities among students should lead them to discover the gaps in their vocabulary and encourage them to ask questions or use a dictionary.
- The "business brief" sections in most chapters serve as a stimulant for further discussion of the subject.

To the student

- You can't expect to sit back and be "taught", you have to LEARN – by asking questions, by finding things out for

yourselves, by reading widely, and above all, by drawing on each other's knowledge.

- You need to develop sensitivity towards the kinds of contexts and situations in which each vocabulary item can be used and what collocations the words are used in.
- You are encouraged to work in groups as you are more active than if you work as a class: you tend to talk more and do more thinking too.