

SYLLABUS

Field: Economic Sciences and Management, **Branch:** Management Sciences

Specialty: Business English

Semester: 1

School year : 2024/2025

Identification of the teaching subject

Titled: English for Economics of Organizations

Teaching unit: cross-disciplinary

Number of Credits: 1

Coefficient : 1

- **Total weekly hourly volume:1h30**
- Course (number of hours per week): //
- Tutorials (number of hours per week): 1h30

Head of teaching subject

Last Name, First name, Rank: BOUDJAHFA NAWAL

Office location (Block, Office): //

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Course time and location: / Room : 25 Sunday 14h30-16h

Description of the teaching subject

Prerequisites: These lessons are intended to be an interesting and stimulating course in Business English for master students (2nd year). It combines lively and authentic materials from a wide range of business sources and is suitable for pre-service students (people who are intending to work in business).

Learning objectives: Whether you are a business executive or a manager who uses English in your career, then you know that good business communication in English requires focus, vocabulary, and specific linguistic structures. This course will assess language learning needs for students and objectives and leads them to successful language learning. Learners will practice the language and styles of communication needed in English for:

- 1- Recruiting and training a professional team to work together with integrity and respect
- 2- Managing and participating in well-organized meetings
- 3- Making telephone conferences more efficient
- 4- Writing professional emails that are easy to read
- 5- The activities in this course will give the students the opportunity to share their experience and receive immediate feedback from other business professionals around the world.

Course content:

The course provides the necessary practical writing, reading, speaking and listening skills for students who will need English in a business environment. It builds up students' knowledge of essential business vocabulary, writing and grammar in 11 units designed to take a maximum of 1h30 classroom time each.

Assessment Methods

The nature of the assessment:	Percentage weightings:
Exam	60
Mini-tests	20
Tutorials	5
Practical Assignments	/

Personal Project	5
Group Work	5
Field Visits	/
Attendance	5
Other	/
Total	100%

References & Bibliography

Textbook (Main Reference) :

Title of the Book	Author	Publisher and Year of Publication
English for Business Studies Teacher's Book: A Course for Business Studies and Economics Students.	Mackenzie, Ian.	Cambridge University Press. 2010

Les références de soutien si elles existent :

Title of the Book (1)	Author	Publisher and Year of Publication
Professional English in Use Management with Answers .	Mckeown, Arthur, & Wright, Ros.	Cambridge University Press. 2011
Title of the Book (2)	Author	Publisher and Year of Publication
Business Benchmark Upper Intermediate Business Vantage Student's Book.	Guy Brook-Hart.	Cambridge University Press. 2014

Course Schedule

Week	Course Title	Date
Week 1	Management: An Art or a Science?	For 2 weeks

Week 2	Company structure: How are companies organized?	For 2 weeks
Week 3	Work and motivation	For 2 weeks
Week 3	Managing across Culture.	For 2 weeks
Week 4	Recruitment	For 2 weeks
Week 5	Leaders and Managers.	For 2 weeks
Week 6	Marketing	For 2 weeks
Week 7	logistics	For 2 weeks
Week 8	Efficiency and employment	For 2 weeks
Week 9	Thinking global, acting local	For 2 weeks
Week 10	Establishing relationship and negotiating	For 2 weeks

Course model

Module: English for management and Business

Level: Managerial Economy Master Students

4- Managing Across culture

Lead-in

- What are the advantages and disadvantages of a multinational company adapting its management methods to the local culture in each country in which it operates?
- To what extent is the culture of your country similar enough to those of neighboring countries to have the same management techniques? Or do they have different attitudes to work, hierarchy, organization, and so on? If so, what are these differences?

Listening 1: Managers and authority

Listen to two MBA students at the Judge Business School talking about cultural differences, and answer the questions:

- 1- What concepts does Krishna say are important in management in Singapore?
- 2- How does this differ from the European countries Krishna mentions?
- 3- From what Carlo says, how similar is Italy to Switzerland and Britain?

-In your country, what gains respect within an organization, long service or achievement?

-Can a young, dynamic, aggressive manager with an MBA rise quickly in the hierarchy?

Reading: Managing across culture

Richard Lewis is well known in the field of cross-cultural communication and the author of When Cultures Collide: Managing Successfully across Cultures and The Cultural Imperative: Global Trends in the 21st Century. Read about his model of three types of cultures, and answer the questions.

Managing a global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences - cultural habits, beliefs and principles specific to each country or market - often make this impossible. The conflict between globalization and localization has led to the invention of the word 'glocalization'. Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done.

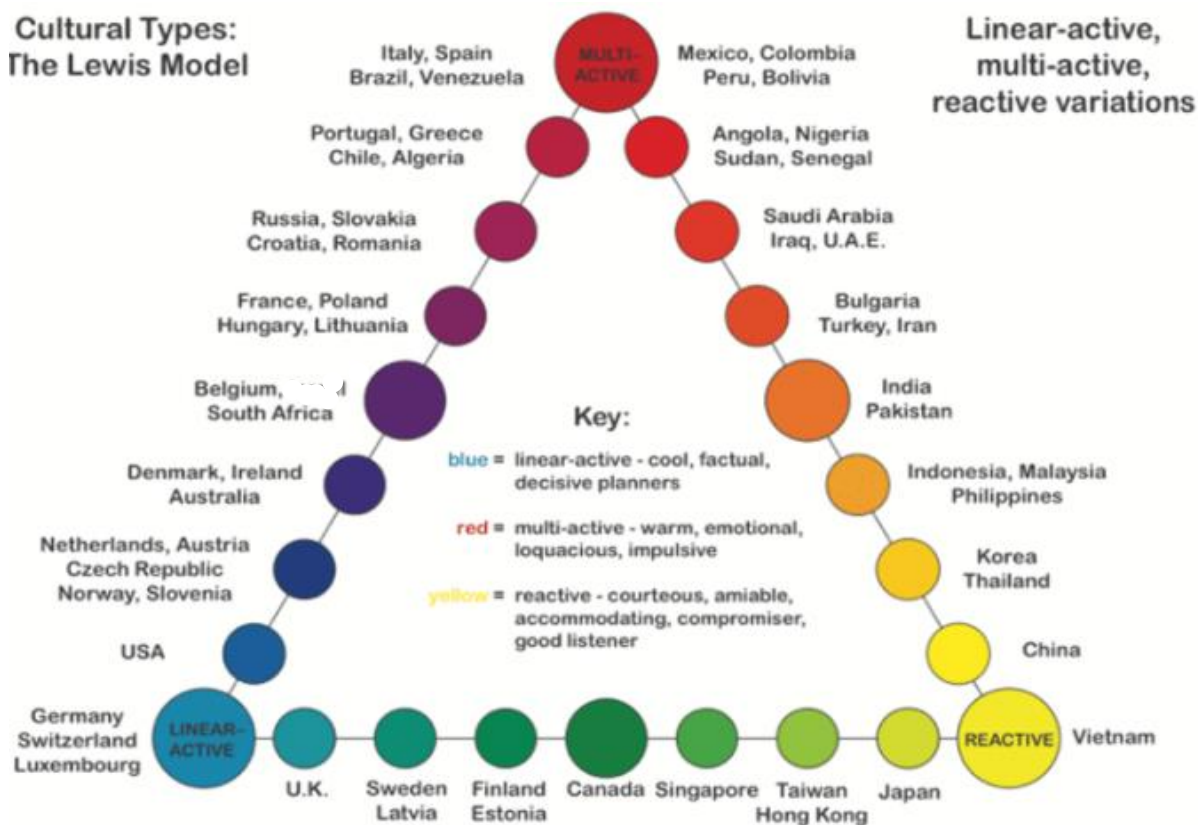
Richard Lewis has classified different cultures according to three 'poles' representing

Different types of behavior. Business people in 'linear-active' cultures such as Britain, the USA and Germany are generally organized and rational, try to act logically rather than emotionally, plan in advance, and like to do one thing at a time. They believe in respecting rules, regulations and contracts, and so are what the Dutch theorist Fons Trompenaars calls 'Universalists'- they think rules apply to everybody. They are not afraid of confrontation but will compromise when necessary to achieve a deal. They are essentially individualist.

'Multi-active cultures' in Southern Europe, Latin America and Africa attach more importance to feelings, emotions and intuition, and relationships and connections. People like to do many things at the same time; they are flexible, good at changing plans and happy to improvise. They believe in social or company hierarchy, and respect status. They are essentially collectivist, and also what Trompenaars calls 'particularist' - they believe that personal relationships and friendships should take precedence over rules and regulations.

People in 'reactive cultures' in Asia prefer to listen to and establish the other's position, and then react to it. They try to avoid confrontation, and don't want to 'lose face' or cause someone else to. They rarely interrupt speakers and often avoid eye contact. They try to formulate approaches which suit both parties.

Other countries have cultures which show combined characteristics of two of these poles, and can be represented along the sides of a triangle.



Source: Richard D. Lewis, The cultural Imperative: Global Trends in the 21st Century

Comprehension

- 1- Why is it important for companies to be aware of local cultures? –
- 2- What are the differences between individualists and collectivists?
- 3- Who is more likely to think: 'I'll let them speak first.'
- 4- Who is more likely to say, about other people: They can't be trusted because they will always help their friends or family' - universalists or particularists?
- 5- Who is more likely to say: 'Oh, you can't trust them; they wouldn't even help a friend'?

Vocabulary: Match the words in the box with the definitions below:

Collectivist – Compromise – Confrontation- Connections- Eye Contact – Glocalization – Improvise- Interrupt – Intuition – Logic – Lose face - Status
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- 1- An invented word combining worldwide and regional concerns.
- 2- Thought bases on reason and judgment rather than feelings and emotions.
- 3- A face-to-face disagreement or argument.
- 4- Reducing demands or changing opinions in order to agree.
- 5- Understanding or knowing without consciously using reason.
- 6- People of influence or importance with whom you are associated.
- 7- To do something when necessary without having already planned it.
- 8- Respect, prestige or importance given to someone.
- 9- Believing that the group is more important than the individual.
- 10- To be humiliated or disrespected in public.
- 11- To cut into someone else's turn to speak.
- 12- Looking directly at the people you are talking or listening to.

Discussion: Managing across cultures

- 1- To what extent do you agree that it is possible to sum up national characteristics in a few words? Is there usually some (or a lot of) truth in such stereotypes? Or, on the contrary, do you find such stereotyping dangerous?
- 2- If your country is not shown on the diagram, where do you think it should be situated? If your country is shown, do you agree?
- 3- Would you say that you, personally, were individualist or collectivist? Particularist or universalist?
- 4- What about the majority of people in your country?
- 5- Which of the following working practices would be effective or damaging in your country? Why?

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- a- The principle of 'pay-for-performance' for sales representatives- the more they sell, the more they get paid.
 - b- Having a competition for the 'Employee of the month'.
 - c- Having a matrix management system.
 - d- Extensive teamwork.

Writing: You and your influences

Write a short text (100-150 words) explaining which five of the factors listed below you think have had the most influence on your behavior and attitudes. Put them in order of priority.

- Nature: your genes or DNA, the characteristics you inherited from your parents and were born with, your emotional and physical make-up.
 - Your family environment in early life.
 - Your friends and social life, the things you do in your free time.
 - Primary or secondary school, teacher, and what you learnt.
 - Higher education: college, university, teacher, colleagues, the subjects you studied (or are studying)
 - Your job.
 - The culture of your particular company.
 - Your colleagues: the people in your team or department.
 - Your colleagues: the kind of people who work in your specific area of work.
 - The characteristics that are considered typical of your country, arising from geography, climate, history, religion; the political, social and economic system, and so on.
- Then in groups, report on your choices and explain them.

Listening 2 : Managers and cultural diversity

What would happen if the world became truly globalized, and everyone travelled, or worked with people from different cultures? Listen to three MBA students at the Judge Business School, and answer the questions.

- 1- What does Lakshmi describe as an advantage of international management schools?
- 2- Why does Janine say that American businesspeople now have different attitudes?
- 3- What skill or ability does Janine say allow people to be more self-aware?
- 4- What expression does Carlo use to describe corporations becoming truly international?
- 5- What does Carlo say happens if companies move a lot of executives and managers around?
- 6- What is the saying or proverb that Janine quotes? What does it mean?
- 7- What is the Japanese version of this saying that she heard? What does it mean?

Role play : Welcoming American Colleagues

You work in a multinational organization. You have been given the responsibility of mentoring two American colleagues who are coming to work in your office. You have been asked to help them settle in to their new workplace by preparing a short document outlining the general practices they can expect to find when they are living and working in your country. The document could include information about working practices in your office, as well as practical information about your city or country, including advice about transport and conventions such as tipping in taxis and restaurants. In groups discuss what should go in this document and then present these ideas to the rest of the class.