EFFECTIVE MANAGEMENT



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Expemo code:
1IXA-H1L4-F83

1 Warm up

In pairs, discuss the following questions.

1. What qualities does a good manager have?
2. Who was the best manager you've had? Why?
3. Who was the worst manager you've had? Why?

2 Vocabulary focus

Part A: Match the vocabulary to the definitions and then use the vocabulary to complete the sentences. You may need to change the form of the word in order to complete the sentence.

1.	guru (n)	a.	be in a situation where you get better, stronger, etc.
2.	infallible (adj.)	b.	clearly display a quality in the way something is done or an attitude or feeling
3.	flourish (v)	c.	help or advice given by someone with experience to help someone less experienced
4.	belonging (n)	d.	an expert or someone who has a lot of influence in a particular subject
5.	guidance (n)	e.	acting as if you are being criticised, even if you are not
6.	collaborative (adj.)	f.	working together with other people to achieve a shared goal
7.	manifest (v)	g.	the sense of being part of a group and being happy to be in it
8.	defensive (adj.)	h.	unable to make a mistake

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1. We're a very _____ team and no one is ever left to do more work than anyone else.
2. He was a very skilled manager and the department _____ under his leadership.
3. You don't need to be so _____. I'm just asking questions because I want to understand, not because I think that you don't.
4. I used to work with her about ten years ago, but since then she's become a bit of a design _____ and companies are paying her big money for her ideas.
5. It only took a few weeks in my new job before I started to feel a real sense of _____. Everyone was so warm towards me.
6. She's good at her job, but she's not _____. If you think she's made an error, you should tell her.
7. His aggressive style of management _____ itself in the signs of stress clearly shown in his team.
8. I want to see if she can give me some _____ with my report, but she's always so busy.

Part B: In pairs, discuss the following questions.

1. What conditions do you need in your job in order to be able to **flourish**?
2. What reasons do you think people have for feeling **defensive**?
3. Do you prefer **collaborative** work or are you happier working individually? Why?
4. Where have you worked where you've had a real sense of **belonging**? Have you worked anywhere where you didn't have this feeling? What was the difference between the two?
5. Who would you consider to be a **guru** in your industry? Why?
6. Do you think anyone is **infallible**? How do you make sure that everyone stays accountable for their mistakes, even at the highest levels of leadership?



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3 Answering Listening - Part 3

In Listening - Part 3, you will hear a longer recording of around four minutes. This could be a monologue, an interview, a discussion or a conversation. You will have eight questions to answer and each question will have three possible answers, A, B and C. You will need to choose the correct answer.

This part of the exam focuses on your ability to understand the main ideas that someone is trying to convey and the details of what they are talking about. Sometimes, the questions will be about their feelings, attitude or opinion.

Part A: Answer the following questions.

1. What does it mean if you do something 'under your own steam'?
   a. You're under a lot of pressure to do something.
   b. You do something without any help.
2. What is another word for 'mentality'?
   a. mindset
   b. intelligence
3. What do you do if you delegate?
   a. You give the responsibility for a task to someone in a lower position than you.
   b. You control every aspect of the work that someone is doing for you.

Part B: Now listen to the following extract from an interview and decide if the following sentences are True (T) or False (F).

1. The lady was better as a manager than she had been before. _____
2. She was used to taking complete responsibility for her own work. _____
3. Being able to give work to others is an important aspect of management. _____
4. Delegation is a form of professional development. _____

Part C: Now listen again and decide which is the best answer to this question, A, B or C.

What he learned from the lady he mentioned is that

a. an important part of being a manager is being able to learn new skills from the people in your team.
b. success in a role doesn't necessarily translate to being good at managing that role.
c. managers should only rely on themselves in order to get their tasks completed.

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4 Listening - Part 3

You will hear part of an interview with an author of management guides. For each question 1 - 8, mark one letter (A, B or C) for the correct answer. After you have listened once, replay the recording.

1. What does Adam Gleeson object to at the beginning of the interview?
   a. the possibility that science has more value than art
   b. the idea that he's learned all he needs to know
   c. the suggestion that he hasn't always been successful

2. What experience caused him to become interested in management?
   a. the difference between the styles of his first two managers
   b. a period of poor mental health where he had lost focus
   c. being the top in his class at a business management school

3. What was key to the success of Adam's first manager?
   a. She was generous with her money and brought gifts for people.
   b. She made all team members feel included.
   c. She showed an interest in everyone's personal lives.

4. What was a less obvious effect of team meetings?
   a. It created a time for everyone to improve working relationships.
   b. It enabled everyone to learn about people's holiday experiences.
   c. It enabled the team to manage their time more effectively.

5. How does Adam describe his first manager's style?
   a. able to inspire each individual in the team as needed
   b. always giving each person plenty of attention and help
   c. allowing each person the freedom to make their own decisions

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6. The root of the problem with Adam's second manager lay in the fact that he was:
   a. arrogant about his abilities.
   b. lacked any genuine self-belief.
   c. not supported by the department.

7. How does Adam describe his second boss's style of management?
   a. He didn't talk about anyone's achievements.
   b. He put each team member against all the others.
   c. He created a socially difficult work environment.

8. What was the problem with annual reviews?
   a. Team members weren't encouraged to give negative feedback.
   b. The manager talked about himself more than the employee.
   c. Employees were treated as though they all had the same experience.



5 Speaking - Part 2

In Part 2 of the Speaking exam, you will be given a choice of topics to discuss. You will have one minute to prepare yourself and then you will have to talk for one minute about your chosen topic. You will be in a pair with someone else who will have to ask you a question after you have finished speaking. You will have to do the same for them.

Work in pairs. Choose one of the following topic cards.

When you have finished, your partner should ask you a question about what you have said. Then, swap roles and allow your partner to give a presentation and then answer a question that you ask.

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Card A

What is important to remember when collaborating with others on a project?

- Deciding on responsibilities
- Creating a plan

Card B

What is important to remember when dealing with a difficult manager?

- Ensuring there's clear communication
- Setting limits on what is reasonable

Card C

What is important to remember when creating a positive work environment?

- Making sure everyone is included
- Creating time to build relationships

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Transcripts

3. Answering Listening - Part 3

Matt: I worked with one lady who had been really effective prior to her promotion, but then found the management role really challenging. This was because she was so used to getting her tasks done under her own steam. She was a 'doer'. When it came to being a manager, she wasn't able to do that any more. She had to delegate to others. You can't have that mentality of 'it's better if I just do it myself' when you're in management, because first of all, you'll get really tired really quickly. Secondly, you need to grow your team and give them additional responsibility. They're not going to stay if they have no sense of learning and advancement.

4. Listening - Part 3

Audio: - 2 -

Narrator: You will hear part of an interview with an author of management guides.

Narrator: For each question, 1 - 8, mark one letter (A, B or C) for the correct answer. After you have listened once, replay the recording. You have 45 seconds to read through the questions. (45 second pause)

Narrator: Now listen and mark A, B or C. (pause)

Felicia: In the studio today, we have Adam Gleeson, who amongst other things has just completed his third book on successful management. Welcome to the show, Adam.

Adam: Thank you very much for having me.

Felicia: So what was it that made you want to become a management guru?

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Adam: (laughs) Ack! I don't really like that term. It implies I have all the answers and I don't. When it comes to leadership, no one really does. Once you start seeing yourself as being infallible and an expert, that's where the mistakes begin. There are many people who are excellent managers, but it is essentially dealing with people and that's an art not a science. There is no one path to success, no magic formula. You have to always be the student. But to answer your question, in my first job in business, I had a first-class manager. I learned so much from her and I really flourished under her leadership. After six years, she moved on to another position and so did I. I moved to a company that had very different systems and a manager who was entirely different. I came close to leaving several times. I went from loving my job to being entirely depressed and dreading the moment the alarm went off in the morning. Fortunately, he moved on within a couple of years and I became really interested in what made such a difference in my experience as an employee. So I started reading as much as I could about the skill of managing people.

Felicia: So what did your first manager do so well?

Adam: It might not sound like the most important aspect, but she created a sense of belonging. If someone was away, whether it was on business or a personal holiday, she'd have a meeting the day they got back and buy us all cakes and coffee and we'd have this informal catch up. If they'd been away on business, they could tell us what they'd learned. If it was a holiday, they could tell us what they did. It was also a chance to update them on what everyone had been doing while they were away. It welcomed them back, it showed an interest in what they had been doing, and it created a real feeling of family. It was also a smart move in terms of time. If you've been away and come back to the office, everyone asks you what you did and you have to tell the same story again and again. Doing this meant it was all done in one go and created a space for the informal chat so that when we were back in the office, we could focus on our goals.

Felicia: Sounds great. What other qualities did she have?

Adam: Well, she really understood people and what motivated them. It took me a while to realise that she wasn't the same manager to me as she was to others. By that I mean that she had a different style depending on what each team member needed. I was new when I came in, so she gave me a lot of guidance. She wasn't looking over my shoulder all the time, but she made time to have regular get-togethers. She told me how to deal with different situations and got me to work with other, more experienced team members who I could learn from. With others, she took a more collaborative approach, working with them on their projects and then there were those who she gave complete freedom to make decisions, while still offering them support.

Felicia: So how did she differ from the next boss you had?

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Adam: I was too young to see it at the time, but it really came down to confidence. My first boss knew what she was doing and could deliver. My second boss couldn't, so instead he had to reduce the confidence of his team. This manifested itself in his style of management which I can only really describe as unpleasantly competitive. He constantly compared everyone on the team to each other. I think he thought it motivated everyone, but he did it in the wrong way. He'd come out of his office and say things like 'Sam is doing the best in sales at the moment, everyone. The rest of you are going to have to try harder.' So now Sam feels very awkward and everyone else feels like they've failed. He'd do a similar thing in yearly reviews too. You'd talk about a problem you were having and he'd get defensive and say something like 'well, Sarah didn't have that problem,' as though that was somehow helpful.

Felicia: You don't have to know much about management to know that's a bad idea. So moving on to your recent book, how did ...(fade)

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Key

1. Warm up

5 mins.

This opens the lesson by asking students to think about the topic of the lesson and dealing with some of the ideas which are raised in the Listening - Part 3 task later in the lesson.

2. Vocabulary focus

Part A

10 mins.

This focuses on some of the key vocabulary in the Listening - Part 3 task later in the lesson. Ask the students to complete the sentences unaided in the first instance, but allow them to use a reference to check the vocabulary later if needed. Be sure the students can correctly pronounce the target language.

1. → d. 2. → h. 3. → a. 4. → g. 5. → c. 6. → f. 7. → b. 8. → e.

1. collaborative	2. flourished	3. defensive	4. guru
5. belonging	6. infallible	7. manifested	8. guidance

Part B

10 mins.

This provides an opportunity for students to practise using some of the target language. Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

3. Answering Listening - Part 3

10 mins.

This introduces the requirements of this section of the exam to the students and guides them through a question by breaking it down into easier questions.

Part A

1. b. 2. a. 3. a.

Part B

1. False. "I worked with one lady who had been really effective prior to her promotion, but then found the management role really challenging."
2. True. "This was because she was so used to getting her tasks done under her own steam."
3. True. "You can't have that mentality of 'It's better if I just do it myself' when you're in management..."
4. True. "Secondly, you need to grow your team and give them additional responsibility. They're not going to stay if they have no sense of learning and advancement."

Part C

What he learned from the lady he mentioned is that → b.

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4. Listening - Part 3

15 mins.

This is an opportunity for students to attempt a Listening - Part 3 style task. Ask them to read through the questions carefully to begin with and then listen to the instructions. Allow them to listen twice and be sure to go through the answers with them at the end.

Sources for the audio:

www.forbes.com/sites/forbescoachescouncil/2023/06/12/leading-with-confidence-a-road-map-for-new-managers/

www.michaelpage.co.uk/advice/management-advice/development-and-retention/what-makes-effective-manager

www.indeed.com/career-advice/career-development/good-manager-qualities

1. b. 2. a. 3. b. 4. c. 5. a. 6. b. 7. b. 8. c.

5. Speaking - Part 2

10 mins.

This is an opportunity for students to practise Part 2 of the Speaking exam in a less formal set up. Ask the students to work in pairs and take it in turns to choose a card and give a short presentation. Ask the student listening to prepare a question to ask about the presentation. You may want to ask students who are comfortable with it to recreate their presentations for the class and practise thinking of questions to ask them as a class.

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