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Vocabulary Find words or phrases in the quiz which mean the following. 1 amount of work to be done (question 2) 2 reaching an acceptable standard (question 3) 3 dismissal (question 3) 4 admiration that a person receives as a result of a particular achievement (question 6) 5 extra amount of money that is given to you as a reward for good work (question 6) 6 people who are at the same level in an organisation (question 7) 7 person in a less important position in an organisation (question 7) 8 ignore something that you know is wrong (question 8) 9 stop it (question 8) 10 watch (question 8) 11 difficult, in a way that tests your ability or determination (question 10) 12 moving to a new job (question 10) © Cambridge University Press www.cambridge.org Cambridge University Press 978-0-521-67296-2 - Business Benchmark Advanced Teacher's Resource Book Guy Brook-Hart Excerpt More information Photocopiable activity Management problems UNIT 2 From Business Benchmark Advanced/Higher by Guy Brook-Hart © Cambridge University Press 2007 PHOTOCOPIABLE 15 1 One of your staff often arrives late for work. He's a good worker – efficient, brilliant and original – but arriving late means that he often misses the beginning of team meetings, or other people have to answer his phone calls. Do you ... a write him a letter threatening him with dismissal if he doesn't improve? b have an informal private chat with him where you suggest he pulls his socks up? c make sarcastic comments about his poor time-keeping in front of the team? d ignore the problem – he's a good worker after all? 2 There's a member of your staff you just don't like. She often openly disagrees with your decisions, and you're sure she criticises you constantly behind your back. Do you ... a put up with her because she's been in the department for 20 years? b transfer her to another department where someone else will have the pleasure of her company? c increase her workload in the hope that she will leave? d have a personal interview with her where you talk over the problems between you? 3 A new recruit to your department is not learning the job as quickly as you had hoped, and you consider him to be a weak link in your team. Do you ... a tell him he's not up to scratch and threaten him with the sack? b tell him your opinion and offer him further training? c pretend there's no problem – if you take action against this person, it may upset other members of your team? d offer him a transfer to another department where he may be more at home? 4 You've noticed signs of stress in your team: people are irritable, complaining of headaches, taking sick leave. Do you ... a offer to give them a pay rise? b take on more staff to ease their workloads? c try to do more of their work yourself? d carry on as if the situation was normal? 5 Your divisional boss has asked you and your team to take on an extra project. You're already working flat out on a current project. Do you ... a explain the situation and ask for another solution? b accept the extra work because you're afraid to say 'no'? c accept the extra work because you're ambitious and it could eventually mean promotion? d tell your boss he must be joking – your people are under enough pressure as it is? 6 Your team is doing extremely well – you're exceeding all your targets and easily meeting all your deadlines. Your divisional boss recently called you in to congratulate you. Do you ... a take all the kudos – after all you're the leader? b pass on the praise to your team and suggest they be paid a bonus? c ask your boss to set even higher targets? d hold a team party to celebrate? 7 An important customer has complained that one of your staff was very rude to him. Do you ... a confront her during a team meeting and then reprimand her in front of her peers? b fire her on the spot? c ask her for her version of events and take it from there? d stand by your subordinate and tell the customer he was wrong? 8 You've noticed that two of your team are getting more than friendly. You imagine that there's an office romance under way. Do you ... a turn a blind eye? b get involved in the office gossip to find out what's happening? c tell them to put an end to it? d keep an eye on the situation in case it has an effect on team efficiency? 9 Your divisional manager has told you that your team's performance is not up to scratch. Do you ... a blame the team? b blame outside circumstances which are beyond your control? c take the blame yourself? d tell her it's her fault for not giving you the necessary resources? 10 One of your staff tells you he doesn't find his job sufficiently challenging. Do you ... a offer him more responsibility and empowerment in his current job? b promote him to a position of greater responsibility? c tell him it's time he was moving on? d tell him he should be happy he's got a job at all? What sort of people manager are you? © Cambridge University Press www.cambridge.org Cambridge University Press 978-0-521-67296-2 - Business Benchmark Advanced Teacher's Resource Book Guy Brook-Hart Excerpt More information 16 UNIT 2 Leaders and managers Answer key Photocopiable activity Vocabulary 1 workload 2 up to scratch 3 the sack 4 kudos 5 bonus 6 peers 7 subordinate 8 turn a blind eye 9 put an end to it 10 keep an eye on 11 challenging 12 moving on Student's Book activities Getting started 1 1 h 2 f 3 b 4 c 5 e 6 g 7 a 8 d Great leaders and great managers Reading 3 1 D ... says his goal is to turn Virgin into 'the most respected brand in the world'. (paragraph 1) 2 B 'I think being a high-profile person has its advantages,' he says. 'Advertising costs enormous amounts of money these days. I just announced in India that I was setting up a domestic airline, and we ended up getting on the front pages of the newspaper.' (paragraph 2) 3 C 'I have to be willing to step back. The company must be set up so it can continue without me.' (paragraph 4) 4 D For the people who work for you or with you, you must lavish praise on them at all times (paragraph 5) 5 A Employees often leave companies, he reasons, because they are frustrated by the fact that their ideas fall on deaf ears. (paragraph 6) 6 B ... then give chief executives a stake in the company (paragraph 7) Vocabulary 1 1 founder 2 venture 3 underlying 4 flamboyant 5 from 6 lavish 7 slipped up / made a mess of something 8 firing 9 immersed 10 the ins and outs 11 stake Listening 1 vision 2 implementation 3 hands-on 4 experienced, good people 5 opportunity to develop Grammar workshop: as or like? 1 b 2 a (like) 3 c 4 a (as well as) 5 d (as ... as) Vocabulary 2 1 g 2 d 3 a 4 c 5 b 6 e 7 f Managing staff Listening 2 1 directional strategy 2 (responsibility and) ownership 3 superficial level 4 opportunities 5 (kind of) mentor © Cambridge University Press www.cambridge.org Cambridge University Press 978-0-521-67296-2 - Business Benchmark Advanced Teacher's Resource Book Guy Brook-Hart Excerpt More information UNIT 2 Leaders and managers 17 3 4 Transcripts Listening page 16 1 = interviewer; RB = Rachel Babington 1: What do you think makes a great leader as opposed to a great manager, because they're quite different things, aren't they? RB: I think I've worked in a lot of places where a lot of senior people haven't really been leaders, they've been managers, and I think I'd say probably a ... a good leader has vision and can see how to develop and take things forward and is inspirational. Really, a manager, I think, is more about the implementation of that vision, and I think too many people who are in leadership roles get bogged down with the nitty-gritty management side, which is probably not what they should be doing, but I suppose it takes a strong leader and a confident one who believes in their team to take a step back, um, and I think really they should. I don't think they should be too hands-on. I: Can you describe a bad leader to me? RB: I think someone who ... has a team of quite experienced, good people who won't give them the space to get on and do their job and is overbearing and involved, um, and doesn't take a step back and give ... give people the responsibility to get on with their role, and I suppose who doesn't give a person room to grow and the opportunity to develop their career, because I think that happens a lot, that you just are expected to tick along and not expect anything back from your job. Whereas if you're good at it and reasonably ambitious, you want to know you're going somewhere. Listening page 17 1 = interviewer; RB = Rachel Babington 1: What ... How would you describe empowerment? And how can workers be empowered, do you think? RB: I think empowerment is ... um ... giving someone the opportunity to decide the directional strategy of a job and agreeing on it, and then leaving them to get on and do it and be in the background to help them if they need it, but not to be breathing down their neck. Um, and I suppose it is that feeling of responsibility and ownership that makes people feel empowered. I think if you work with someone who really lacks confidence to give their team responsibility, it's very difficult to break out of that cycle. I: And has managing techniques, or have managing people, changed over the last ... in the last ten years? RB: I don't know, I'm probably a bit cynical, but I think there's a lot, certainly, that I have noticed in the organisations I've worked in, there are a lot of steps that are taken to be seen to be empowering individuals, and so I think things ... probably at a superficial level look to have changed, but whether they really have deep down, I'm not so sure. I: How do you think people could be managed in order to get the very best from them? RB: I think to get the most out of them, you want them to feel empowered, that they're achieving, that they're, they're um, developing, that there are opportunities ahead of them that they can strive to work to, that they're ... um ... under a manageable amount of pressure, um, that they're getting the right kind of support. I think what a lot of people lack is a kind of mentor and someone that'll help them develop in their career, and you can become very stale if you don't have that. So I'd say that would be important to people as well. © Cambridge University Press www.cambridge.org Cambridge University Press 978-0-521-67296-2 - Business Benchmark Advanced Teacher's Resource Book Guy Brook-Hart Excerpt More information

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