



# HOW WE SEE EACH OTHER



Scan to review worksheet

Expemo code:

1CLC-S7XB-5U8C



1

## Warm up

In pairs, discuss the following questions.

1. What is your relationship like with your manager?
2. Does it make a difference to you whether your manager is a man or a woman? Why/why not?

2

## Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                             |  |
|-----------------------------|--|
| 1. <u>competency</u> (n)    | a. the ability to do a particular task                                 |
| 2. <u>criticism</u> (n)     | b. advice or opinions about the quality of something                   |
| 3. <u>expectation</u> (n)   | c. a person who is involved in an activity with other people           |
| 4. <u>feedback</u> (n)      | d. in a way that doesn't focus on previous information or difficulties |
| 5. <u>participant</u> (n)   | e. the way someone thinks about a particular person or situation       |
| 6. <u>perception</u> (n)    | f. happening before a particular event                                 |
| 7. <u>prior</u> (adj.)      | g. the act of giving a negative opinion about the quality of something |
| 8. <u>regardless</u> (adv.) | h. what someone thinks is going to happen                              |



**Part B: Now complete the following sentences with a different part of speech from the Part A words.**

1. I don't think Karen has any idea how to manage people. I think she's completely \_\_\_\_\_ to be honest. (competency)
2. She \_\_\_\_\_ my presentation and said that it wasn't very clear. (criticism)
3. Anna didn't think she was going to get the job, so when she did, it was totally \_\_\_\_\_. (expectation)
4. We're going to meet at the end of the project to give you a chance to \_\_\_\_\_ to the team about your experience. (feedback)
5. I'm looking for people from our department to \_\_\_\_\_ in a quiz on Friday. Let me know if you're interested. (participant)
6. I don't really \_\_\_\_\_ Chloe as someone who would be effective in management. (perception)
7. This report is late so I'm going to have to ask you to \_\_\_\_\_ that today, please. (prior)
8. He doesn't show any \_\_\_\_\_ for other people's feelings, he just thinks about himself. (regardless)

**Now complete the gaps 1 – 8 in the article on page three using the words from Part A. You may need to change the form of the word.**





# Who's the boss?

## Men and women in management

- A. One morning, your manager, Ahmed, asks you to come to his office at 9.30. He tells you that he's not been very happy with your work lately and that you don't seem to be very focused. He would like to work with you on improving your work and wants to meet with you more regularly to help you work towards this goal. What would your reaction be in this situation? Would you accept his \_\_\_\_\_<sup>1</sup> and attempt to improve the quality of your work? Or would you start thinking about finding another job as soon as possible? Now, imagine that instead of this comment coming from Ahmed, it came from Andrea.
- B. In a study of 2,700 employees, \_\_\_\_\_<sup>2</sup> were randomly given reactions to their online work which came from researcher, Martin Abel. He randomly assigned male or female names to their comments. The results indicated that \_\_\_\_\_<sup>3</sup> of whether the employee was male or female, their response was usually more negative when they thought the reply was from a female. Similarly, the job satisfaction of the employee was reduced when they felt they had been criticised by a female and they were twice as likely to not want to continue working for the same company in the future than if they had received \_\_\_\_\_<sup>4</sup> from a male. \_\_\_\_\_<sup>5</sup> experience of a female manager did not seem to have any effect on this. Participants stating that they had previously had a female manager who they rated highly, still gave a more negative reaction to criticism of their work from a woman.
- C. The driving factor appeared to be that both men and women have differing \_\_\_\_\_<sup>6</sup> of women than men when it comes to management style. Additional studies pointed to all workers thinking that men are three times less likely to give positive feedback than women and twice as likely to be negative. So, the issue for those workers receiving negative feedback from a woman was that it went against what they thought a woman would do. This has problems when looked at in a wider context.
- D. In the United States, the S&P 500 is a list of the largest 500 companies based on their performance and includes such giants as Apple, Meta, Amazon.com and Tesla. Of these companies, women account for 45% of the employees. Yet the number of women in middle management falls to around 37%, and drops even further at the senior management level to 27%. When it comes to CEOs, the female numbers are just 6% of the total in those companies. This is true despite women generally doing better in education and scoring more highly on \_\_\_\_\_<sup>7</sup> tests for leadership. It's clear that big business is losing out on the skills of women due to this unequal \_\_\_\_\_<sup>8</sup> of their management ability. The question is: what do we do to change it?

Sources: *The Conversation*, *The Guardian*





### 3 Skimming for details

Quickly read the article on page three and decide on the meaning of the following numbers.

- a. 2,700 - \_\_\_\_\_
- b. 3 - \_\_\_\_\_
- c. 45 - \_\_\_\_\_
- d. 37 - \_\_\_\_\_
- e. 27 - \_\_\_\_\_
- f. 6 - \_\_\_\_\_

### 4 Reading comprehension

Read the summary and complete the gaps with one, two or three words from the article on page three.

In an imaginary situation, your boss who is called Ahmed asks to speak with you and says he's concerned that you're not \_\_\_\_\_<sup>1</sup> on your work and wants you to improve. He plans to meet with you more frequently to help you do this. Would you accept he was right and makes changes? Or would you start \_\_\_\_\_<sup>2</sup>? Also, would it make any difference if your boss was called Andrea? Researcher, Martin Abel gave 2,700 employees feedback on their online work, but signed it with male and female names at random. When participants thought the criticism came from a female, their reaction was always \_\_\_\_\_<sup>3</sup>, even if the employee was female herself. They also reported being less happy with their work and there was double the chance that they no longer wanted to work for the company. Having previously had \_\_\_\_\_<sup>4</sup> made no difference to their response, even if they thought she was good at her job. Other studies showed that we are three times more likely to expect good feedback from a woman than a man and 50% less likely to expect feedback from a woman to be negative compared to men. This was \_\_\_\_\_<sup>5</sup> in the negative reactions to criticism from females as it is unexpected. If we consider this information in \_\_\_\_\_<sup>6</sup>, it is problematic. Women are far less likely to hold management positions the more senior that role becomes. However, they generally get better results \_\_\_\_\_<sup>7</sup> and leadership tests. At present, we are not making the most of women's \_\_\_\_\_<sup>8</sup> in business purely because of the way women are unfairly viewed.

### 5 Listening for gist



Listen to three people talking about their manager. Decide which of the following questions they are answering.

1.  Do men or women make better managers?
2.  Would you prefer a man or a woman as your boss?
3.  Was your favourite manager a man or a woman?



## 6

**Listening comprehension**

**Part A: Complete the table by ticking the correct box to answer the questions.**

Who...	Speaker 1	Speaker 2	Speaker 3
a. has had a bad experience with female and male managers?			
b. thinks men are likely to be less sympathetic towards your private life?			
c. has feelings about work which are caused by experiences during their childhood?			
d. had a problem in a relationship which affected their work?			
e. thinks female managers look at what other women wear which affects their opinions about them?			
f. thinks the personality of the manager is more important than whether they are male or female?			

**Part B: In pairs, discuss the following questions.**

1. When your manager gives you feedback, what factors about your work do they take into consideration?
2. When you are deciding if a manager is good at their job or not, do you take their personal life into account? Why/why not?



## 7

**Talking point**

In pairs, discuss the following questions.

1. What is your opinion on the article you read at the beginning of the lesson? Do you think it's true for you? Why/why not?
2. Have you had experience with male and female managers? What were your experiences like?
3. Which of the speakers in the listening section did you agree or disagree with? Why?
4. How do you react if you get criticism about your work?
5. What do you think your manager's perception is of you and your work?
6. What are your expectations of a good manager?

## 8

**Extended activity/Homework**

Imagine you are your manager. Think about your work and write feedback about your work from your manager's point of view. Consider the following questions:

- What areas of your work are you doing well with?
- What criticism would they give about your work?
- Is there any training you need? What would your manager suggest?

**You should:**

- write at least 150 words,
- check your grammar, spelling and punctuation.



# Transcripts

## 5. Listening for gist

- Speaker 1 (man):** I think I'd have to say a woman if I was being honest. I've had more male managers than women and I've had good relationships with all of them really, although some were better than others. I think men get very focused on work, but they're not as good at taking your personal life into consideration. I had a manager called Helen once. I had broken up with a girlfriend at the time and I was quite upset but trying to hide it. It made it difficult to focus on my job. Somehow Helen could tell there was a problem and kindly told me to take a couple of days off. She was right. I had a short break and felt much better. I don't think another man would have done that.
- Speaker 2 (woman):** Well, I have quite a difficult relationship with my mother. She was very strict and was always giving me lists of things I had to do. So you really need to take account of that when I'm answering this question. I'd have to say I much prefer a male boss. Also, it might be unfair, but I always feel like a female boss is thinking about what I'm wearing and making decisions about me based on that. I mean, men do that too, I'm sure. But women do it on a deeper level.
- Speaker 3 (man):** I don't really care. I think when you give someone power over someone else, you're really taking a chance on their personality and that's true, male or female. Some people will use it badly, and others won't. I had a female boss who was awful. She talked about me with other people on the team and deliberately gave me tasks she knew I had no experience in to make me look bad. But I've also had a male boss who was really rude and thought he was too important to actually speak to anyone he was in charge of. So just give me a good person, that's all I care about.



# Key

## 1. Warm up

5 mins.

This gets the students to think about the topic of the article they will be reading later in a general way. There will be more detailed questions later so keep it general for now.

## 2. Focus on vocabulary

15 mins.

Part A

This introduces some key vocabulary that the students will use in the reading exercise. Ask them to do Part A unaided in the first instance, but allow them to use a reference later if needed. Ensure they can correctly pronounce the target vocabulary. The focus of Part B is to expand students' vocabulary by finding other parts of speech related to the target vocabulary. They are likely to need a dictionary for this exercise. When they have finished, ask them to skim through the article and write the target vocabulary in the gaps.

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

Part B

1. incompetent (adj.)	2. criticised (v)	3. unexpected (adj.)	4. feed back (phr. v)
5. participate (v)	6. perceive (v)	7. prioritise (v)	8. regard (n)

Answers to the article:

1. criticism	2. participants	3. regardless	4. feedback
5. Prior	6. expectations	7. competency	8. perception

Sources:

[theconversation.com/why-female-bosses-get-different-reactions-than-men-when-they-criticize-employees-145970](https://theconversation.com/why-female-bosses-get-different-reactions-than-men-when-they-criticize-employees-145970)

[www.theguardian.com/public-leaders-network/2011/sep/14/women-leaders-leadership-study](https://www.theguardian.com/public-leaders-network/2011/sep/14/women-leaders-leadership-study)

## 3. Skimming for details

5 mins.

You may want to set a time limit on this task to encourage the students to scan the article rather than read in detail. Remind them that numbers under ten are usually written as words if needed.

- The number of people taking part in a survey
- The number of times less likely people think it is that they will receive praise from a man compared to a woman.
- The percentage of women employed in S&P 500 companies.
- The percentage of women in middle-management in S&P 500 companies.
- The percentage of women in senior management in S&P 500 companies.
- The percentage of female CEOs in S&P 500 companies.



#### 4. Reading comprehension

10 mins.

Ask the students to read in more detail and complete the summary with one, two or three consecutive words from the article.

- |                       |                        |                  |                     |
|-----------------------|------------------------|------------------|---------------------|
| 1. focused            | 2. finding another job | 3. more negative | 4. a female manager |
| 5. the driving factor | 6. a wider context     | 7. in education  | 8. skills           |

#### 5. Listening for gist

5 mins.

This allows students to listen to the audio and get an idea of what they are discussing ahead of the comprehension.

2.  Would you prefer a man or a woman as your boss?

#### 6. Listening comprehension

Part A

5 mins.

Ask the students to complete the table after the first listening, then listen again to check their answers.

Answers to the table:

Speaker 1 → b, d; Speaker 2 → c, e; Speaker 3 → a, f

Part B

5 mins.

This focuses on some idioms used in the listening that deal with the topic of preference. Taking something into consideration and taking something into account both mean similar things, that is, considering information before doing something or making a decision. Taking a chance on something means taking an action without knowing exactly what the result may be. You may want students to look this up in a dictionary or you may want to elicit it using the context of the questions.

#### 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 8. Extended activity/Homework

30 mins+.

Ask students to plan, write and edit their writing. Be sure to give them feedback on their work. Assure them that their writing will not be shared so that they don't worry about talking about more personal issues if they would like to.