

## Teacher's Notes Unit 4 Managing conflict

**Level:** Advanced

The slides in this PowerPoint presentation focus on:

- Examples of management behaviour (Slide 1)
- Models for management and conflict styles (Slides 2 to 7)
- Common causes of communication breakdown (Slide 8)
- Causes of conflict (Slide 9 and 10)
- Assertiveness techniques (Slide 11)
- How to read body language (Slide 12)
- Responding to bad news (Slide 13)
- Giving bad news (Slide 14)
- Suggested answer to Listening on page 55 of the Student's Book (Slides 15 to 18)

### **Slide 1:** Examples of management behaviour

This slide is designed to go with the discussion of management qualities that start the unit on page 44 of the Student's Book.

Ask your students to read the four statements and to say what they tell you about the managers who spoke these words.

Commentary

**Manager 1:** this person does not seem to take their managerial responsibilities very seriously. They may be very disorganized and always in a rush.

**Manager 2:** this person takes their responsibilities seriously and is going to make time to deal with the problem in a calm and professional way.

**Manager 3:** this sounds like someone who takes on too much and is afraid of delegating. Their approach could be described as the opposite of management.

**Manager 4:** this reflects an autocratic style of management. No support is offered to the colleague – it is sink or swim.

As follow-up and if you think it appropriate, you could ask your students which manager they themselves are most like.

[5 to 10 minutes]

**Slides 2 to 7:** Models for management and conflict styles on page 44 of the Student's Book

The charts with and without answers are provided for exercises 4 and 5 for ease-of-use and quick feedback to students. The answers to exercise 4 are on Slide 2 and the answers to exercise 5 are on Slides 3 to 7.

[5 minutes]

## **Slide 8:** Causes of communication breakdown

This is the Internet research topic on page 47 of the Student's Book. The slide provides an introduction or alternative to that research.

Ask your students to tell you what they think might have caused the communication breakdown in these five situations.

Commentary

**Situation 1:** probably the instructions were confusing, a common cause of communication breakdown. Or perhaps the receiver of the instructions was afraid they would look stupid if they said they did not understand some aspect of the instructions.

**Situation 2:** the mistake here was that the person *assumed* they knew what they were supposed to be doing. To avoid communication breakdown, never assume.

**Situation 3:** this communication breakdown was probably as a result of misinterpreting non-verbal gestures, in this case nodding, and silence. This could be an example of intercultural communication breakdown.

**Situation 4:** again, the misunderstanding may have been intercultural. The lack of enthusiasm in the tone of voice was misinterpreted as a sign of boredom.

If you think it appropriate, ask students to give you their own examples of and reasons for communication breakdown, ideally in an intercultural context.

[5 minutes]

## **Slides 9 and 10:** Causes of conflict

Managing conflict is the topic for pages 48-49 of the Student's Book. The content of these two slides is based on the *Subject background* on page 48 of the Teacher's Book. It is designed to introduce the theme of these two pages.

Show your students the four statements on Slide 9 and ask them to comment on what they think was the cause of the conflict in each case.

Then, before revealing the list of causes of conflict on Slide 10, ask them to make their own list of causes of conflict at work. Reveal the list so that your students can compare their ideas.

Commentary

**Statement 1:** this is down to a poor work environment.

**Statement 2:** this is a clash of personalities.

**Statement 3:** this sounds like bullying, although it could also be increased workload.

**Statement 4:** this could be interpreted as unfair treatment, or just poor communication or poor management.

As follow-up, ask your students what they themselves think are the most important and frequent causes of conflict based on their own experience.

[5 to 10 minutes]

**Slide 11:** Answers to exercise 4 from page 50 of the Student's Book

The piece of text with and without answers is provided for exercise 4 for ease-of-use and quick feedback to students.

[5 minutes]

**Slide 12:** How to read body language

This is the Internet research topic for page 51 of the Student's Book and is provided as an introduction or alternative to that research.

Ask your students how they would interpret the body language of the people in the meeting.

Commentary

**1 Hands folded in front of body:** this may mean that the person is negative or opposed to what is being said to them.

**2 Leaning forward with hand on chin:** this probably indicates that somebody is thinking and paying close attention to what is being said.

**3 Mimicking the body posture of the speaker:** this could well indicate interest and agreement in what is being said.

**4 Looking away:** this can be a sign of respect or interpreted as a lack of interest in what is being said.

**5 Hands behind neck:** this probably indicates that somebody is relaxed and open to what is being said.

It is important to note that specific body language means different things across different cultures. Ask your students which gestures they think are universal and which vary from culture to culture.

[5 to 10 minutes]

**Slide 13:** Responding to bad news

This slide provides a model email reply from Carl to Jimmy on the budget problem described in Jimmy's email in exercise 8 on page 53 of the Student's Book.

[5 minutes]

**Slide 14:** Giving bad news over the phone

*Giving bad news* is the Internet research topic for pages 51 and 52 of the Student's Book. As a follow-up to Slide 13, ask your students to roleplay a phone conversation between Jimmy and Carl, where Jimmy updates Carl on the situation verbally rather than by writing an email.

Then, as a review of this short communication task, reveal the model dialogue on the slide line by line and ask your students to predict what was said next.

[5 to 10 minutes]

**Slides 15 to 18:** Suggested answers to Listening 4 on page 55 of the Student's Book

The answers to exercise 4 from page 55 of the Student's Book are provided so your students can do a quick check of their answers.

[5 minutes]

**Acknowledgements:**

Website materials used may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.