

# **DIRECTIONS FOR TEACHERS**

## **LISTENING SECTION**

### **COMPREHENSIVE EXAMINATION IN ENGLISH**

**Wednesday, January 26, 2000—9:15 a.m. to 12:15 p.m., only**

**BE SURE THAT THE LISTENING SECTION IS ADMINISTERED TO EVERY STUDENT.**

- 1 Before the start of the examination period, say:

**Do not open the examination booklet until you are instructed to do so.**

- 2 Distribute one examination booklet and one essay booklet to each student.

- 3 After each student has received an examination booklet and an essay booklet, say:

**Tear off the answer sheet, which is the last page of the examination booklet, and fill in its heading. Now circle “Session One” and fill in the heading on each page of your essay booklet.**

- 4 After the students have filled in all headings on their answer sheets and essay booklets, say:

Look at page 2 of your examination booklet and follow along while I read the **Overview** and **The Situation**.

**Overview:**

For this part of the test, you will listen to a speech about successful management techniques, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page anytime you wish during the readings.

**The Situation:**

As part of a school-to-work seminar, your teacher has asked you to prepare a report on successful management techniques in the workplace. In preparation for writing your report, listen to a speech by former Pittsburgh Steelers' football coach Chuck Noll about successful management techniques. Then use relevant information from the speech to write your report.

Now I will read the passage aloud to you for the first time.

- 5 Now read the passage aloud with appropriate expression, but without added comment.

## **Listening Passage**

As head coach, I didn't do very much differently from one year to the next. One thing I learned—and I learned it early—was not to single out a player for blame in public.

I once made the mistake of saying Mel Blount had missed an assignment on a key play. It was written up in the papers, and the fans booed Mel the rest of the season. I made sure I never did that again. When I felt the need to criticize a player, as often as possible I tried to do it in private. I didn't want it in the newspapers and didn't like doing it in front of the other players. I tried to keep that stuff, and anything else negative, behind closed doors.

One thing I stressed in speaking to the team was that nothing would bring us down quicker than complacency. I included myself in that warning. In the National Football League no one's job is secure. If you don't produce, you don't last. It doesn't matter what you accomplished in the past.

I did not believe in having a lot of rules, but we did have some—and the players were expected to obey them. And the rules were the same for everyone: that uniformity is the only way to have harmony. The rules weren't for punishment and weren't for the money we collected in fines. They were to keep everyone on the same page. I've heard about teams on which there are different sets of rules—one for the superstars and another, stricter, set of rules for the other players. That does more harm than good. It drives a wedge between players who have to work together on the field.

One time our star player, Joe Greene, went out for a pizza and missed our curfew by five minutes. I could have looked the other way and said, "Next time you do that, Joe, it will cost you." But it wouldn't have been fair to the players who abided by the curfew. Instead, I said, "That pizza will cost you fifty dollars, Joe."

He paid the fine without protest.

In any business, consistency is important. If one group of workers feels another group is getting special privileges, whether it is longer lunch breaks or better parking spaces, it's bound to cause friction that will interfere with production. As the person on top, you make the rules—so you'd better apply them fairly and wisely.

The bottom line is that if you do a good job picking your people, as we did in the 1970's, you don't need a bunch of rules, because the people are able to handle things. Also, it helps if you have quality leaders on your team to keep everyone in line. We had some excellent leaders, particularly Greene and Jack Lambert, our middle linebacker. Like Greene, Lambert was a leader almost from the first day he arrived at training camp in 1974.

We had a lot of focused individuals on our championship teams, but Lambert was the most demonstrative. He did not tolerate any fooling around, even in practice. If someone made a silly mistake or cracked a joke in the huddle, Lambert jumped right in his face. As a coach, I loved having a player like that.

There's a lot to be said for that kind of leadership within the ranks. That is the Japanese concept of management: not a dictatorship where one man at the top says, "This is how it's going to be," but a system in which all parties at all levels work together.

That was how we operated in Pittsburgh. As head coach, I relied a great deal on my assistant coaches; as a staff, we relied on the leaders within the ball club to keep things together. Everyone shared in the responsibility—so when we won, everyone shared in the team's success.

One of the worst things you can do, either as a coach or a corporate head, is take an idea and try to jam it down the throats of your staff or players. Ideas, even good ones, have to be sold to the team first, then objectively evaluated on the field.

In football—and this distinction applies in business as well—there is the “what to do” and the “how to do it.” The first part is the plan, what you have on paper or in your head. The second part is the application: how your idea actually works on the field. Some people would say the first part is the most important because without a plan, you have nothing. I think the second part is most important because that is where your team gets its confidence. A plan isn’t worth a thing if the team isn’t sold on its merits.

This is where, as a coach or a boss, you have to put your ego aside. In football there is no pride of authorship. Only one thing matters: getting the job done. So if you come up with an idea that you think is brilliant, but when you put it on the field, the players cannot grasp it or they don’t have the speed or whatever to make it work, the worst thing you can do is say, “I don’t care. This is my idea and we’re going to make it work.” Well, it won’t work, and it also will cost you respect in the eyes of your coaches and players.

Good management involves give-and-take. Your job as head coach is to give the team its best chance to win through preparation. That means coming up with a game plan the players can believe in, not one that creates doubt. We did well as a football team because as coaches, we eliminated—or at least minimized—doubt. As a result, our guys played with a lot of confidence and aggressiveness: they believed in the plan and believed in each other. They believed they were going to win, regardless of the opposition.

6 After reading the passage aloud once, say:

You may take a few minutes to look over **The Situation** and your notes.  
(Pause) Now I will read the passage aloud a second time.

7 Read the passage a second time.

8 After the second reading, say:

Now turn to page 4 of your examination booklet, read the directions, and answer the multiple-choice questions. Be sure to follow all the directions given in your examination booklet and your essay booklet. You may now begin.