

Unit 3 Handout

Keynotes

What is teamwork?

Why is it important to be a good player or contribute to team spirit?

What makes a successful team?

What does a fruitful meeting look like?

What is the role of the chairperson?

1. Think before you meet – answer the following questions

1. What happens in meetings?
2. What is the outcome of a study carried out by Synectics?
3. How do views on the meetings' productivity differ in dependence on company's prosperity?
4. Why does Synectics offer help with organizing meetings?
5. Why are corridor and coffee machine meetings regarded most efficient?
6. What do big meeting sometimes lead to?
7. What are the two main reasons for holding a meeting?
8. What does Roger Neill think should be done at the end of a meeting?
9. What attitude causes trouble?
10. Why do companies have to learn to run meetings?
11. What example of a poorly managed meeting is given?
12. What secures a good decision?

2. WB Unit 3 Listening

F: Good evening everyone, and thank you for coming to this Baxby's _____. I'm delighted to introduce our main speaker this evening, Professor Peter O'Driscoll, from Kenilworth University. Professor O'Driscoll is an expert in the study of teams within business and he's going to talk to us tonight about the _____ views of what makes _____ teams. Over to you.

P: Thank you. Well, let's get started. As many of you will know, Professor Belbin's _____ is still widely used. But the way companies view teams is beginning to shift. Professor Belbin viewed the team as a whole _____, where the success of the team relies on the individual elements _____. Belbin's approach is valid because it enables people to understand themselves and others as team members. It increases the team's _____ of how the team is constructed. But we would argue that effective teamworking emerges from a combination of individual and collective competencies, or abilities.

We are all aware of teams made up of _____ individuals that fail to perform as a team. The task is to develop teams of competent individuals to _____. So, our research looked at which collective competencies were required to bring about effective performance. We looked at a _____, including project teams, work groups, football teams and jazz bands.

The study identified a number of differences between teams _____ and stability. Business teams, for instance, are often ad hoc creations formed to address a _____, whereas an orchestra or a rugby team are more stable.

But even very short-lived teams share _____ with stable ones. We looked at jazz musicians in jam sessions, where individuals come together for a one-off performance. Although _____ might not be expected to be significant in such _____, we found that the jazz musicians sought to establish a level of _____.

We also developed a model for assessing the effectiveness of a team as a collective. The model _____ the relationships between individuals - the links that hold the team together. It identifies 16 distinct competencies that are _____ to team effectiveness. These competencies are divided into four clusters, or groups, known as: _____; resourcing; _____ and motivating. I'll explain these shortly...

Using the new _____, it is possible to identify where a team might be strengthened. The best news for managers is that _____ will not necessarily be improved by spending the night on the side of a mountain in Scotland. Moving on now to ...

3. Fill in the gaps using the correct form of the verb in brackets.

- a) Brainstorming meetings provide a relaxed and _____ (create) atmosphere
- b) Rules of team working are the basic _____ (build) blocks of corporate _____ (exist).
- c) Only a small number of managers thought their meetings were _____ (produce).
- d) Running meetings is an art and a _____ (grow) number of companies are offering help.
- e) It is recommended that all _____ (participate) say at the end what they have heard.
- f) At problem-_____ (solve) meetings, the aim is also to pay _____ (attend) to putting _____ (solve) into practice.

Team leader (the same instructions)

The team leader should be a part of the _____ (manage) staff.. The leader organizes _____ (locate) and times for _____ (meet) and is responsible for _____ (provide) resources required by the team. The leader works closely with the _____ (facilitate) in planning the agenda and ensuring next steps are _____ (assign).

4. Fill in the gaps with the correct preposition

Information management has a direct impact _____ efficiency and performance. Information flows _____ the different parts of a company’s information system _____ the form of data, voice, text and images. Managers are able to analyze developments _____ their business _____ real time. Information systems are connected _____ internal and external networks and must be secured _____ attack.

Team recorder (the same instructions)

The team recorder is responsible _____ writing down key points and decisions _____ meetings. Recorders need to prepare _____ meetings _____ reviewing the agenda carefully. The recorded text should be as close _____ the actual words used as possible. The recorder’s notes are very different _____ the minutes of a meeting, which are a summary _____ what was said _____ a meeting.

5. For each noun phrase find the best suited verb

- | | | | | | | | | |
|------------|---------|-------------|-------|--------------|-------|-----------------|-----------|-----|
| WASTE | RECRUIT | FIT | KEEP | MOULD | MEET | GET | HOLD | RUN |
| PAY | ENLIST | PLAY | BUILD | CAUSE | FRAME | JOIN | ESTABLISH | |
| CONTRIBUTE | | ACCOMPLISH | | PUT UP WITH | | LOOK FORWARD TO | | |
| SLOW DOWN | | PUT FORWARD | | COME UP WITH | | | | |

	A COMMON GOAL/OBJECTIVES
	TO TEAM PIRIT
	DEADLINES
	A KEY ROLE
	EVERYONE FOCUSED
	RULES OF TEAM WORKING
	MEETINGS
	BADLY PREPARED MEETINGS
	A GOOD DECISION
	NEXT MEETING
	A MEETING
	IDEAS
	PROPER ATTENTION
	TROUBLE
	TEAMS
	A HUGE AMOUNT OF TIME
	A QUESTION CAREFULLY
	THE HELP OF YOUR COLLEAGUES
	A COMPANY
	NEW EMPLOYEES
	WORK
	A POSITIVE TMOSPHERE
	INTO THE STRUCTURE
	IDEAS

Grammar

4. Rewrite the sentence so that the meaning remains as close as possible to the original one.

- | | |
|---|-------------------------|
| 1. I am quite sure it was him. | It... |
| 2. I advise you to review the report. | You... |
| 3. I think it would have been better for you to tell the truth. | You... |
| 4. Smoking is prohibited in this area. | You... |
| 5. He sent me the status report, but it was not necessary. | He... |
| 6. It is quite certain he is at home. | He... |
| 7. It is possible for the company to deal with the order. | The company... |
| 8. The secretary wasn't required to send out the memo. | The secretary... |
| 9. It is necessary for the staff to take part in the training. | The staff... |
| 10. Perhaps, I will not be able to come on Friday. | I ... |
| 11. It is difficult for me to believe this. | It... |
| 12. I am not sure whether he went to the cinema or not. | He... |
| 13. It is almost sure they met on the business trip. | They... |

5. Translate the sentences into English.

1. Mohu Vám poskytnout veškeré potřebné informace.
2. Nemohu s Vámi o tom mluvit.
3. Omlouvám se, že jsem Vám nemohla pomoci.
4. Byl schopen spravit ten stroj.
5. Uměl mluvit anglicky, když mu bylo 5.
6. Slyšel hluk z ulice.
7. Zde nesmíte kouřit.
8. Měl byste si to rozmyslet.
9. Nemusíte nás informovat.
10. Mám se obrátit na personálního ředitele?
11. Možná, že s nimi podepíšeme smlouvu.
12. Neměli bychom zadávat výrobu mimo podnik.
13. Museli jsme o tom mluvit.
14. Nemusel si brát taxi, vzal ho kolega.
15. Nesměli jsme používat telefon k osobním účelům.
16. Budou muset investovat více do IT.
17. Nebudou moci konkurovat soupeřům.
18. Měli jsme předvídat rizikové faktory dříve.
19. Neměli jsme překračovat rozpočet. (*stalo se*)
20. Nemusel jsi mu to říkat. (*nevíme, zdali se tak stalo*)
21. Nemusel jsi mu to říkat. (*stalo se*)
22. Možná, že zboží dodáme do 2 týdnů.
23. Možná, že právě hovoří.
24. Možná, že ještě nezačali.
25. Určitě ještě nezačali.
26. Určitě již začali.
27. Mohl jsem si rezervovat dřívější let. (*bohužel se tak nestalo se*)
28. Určitě o tom nemluví.
29. To je určitě on.
30. To určitě není on.