# Teacher's notes Unit 4 Feedback

**Level:** Upper-intermediate

The slides in this PowerPoint presentation focus on:
The BW Tuckman model for the stages of team development (Slides 1–2)
Team-building activities (Slide 3)
Roles in projects (Slide 4)
How to manage difficult people (Slide 6)
Managing your manager (Slides 9–10)

In addition Slide 5 provides a checklist for Speaking 9 on page 47 of the Student's Book, Slides 7–8 a suggested answer to Writing 9 on page 53 of the Student's Book, and Slides 9–10 the lead-in activity text on page 59 of the Teacher's Book.

**Slides 1 + 2:** BW Tuckman's four stages of team development

This slide provides a representation of Tuckman's famous four stages, which are mentioned in the *Subject background* section on page 48 of the Teacher's Book.

Before starting the unit, show this slide and ask your students to 1) match the four phases to the four activities and then 2) put them in the right order. The second screen shows the correct order and matching up.

**Commentary (provided on the second screen)**
1 Forming: the team meets and agrees on basic goals
2 Storming: there are different ideas of what the team should be doing
3 Norming: individuals adjust their behaviour to work effectively in the team
4 Performing: the team members achieves the agreed objectives efficiently

In addition, Tuckman later added a fifth stage *adjourning*, which can sometimes be called *mourning* when things go wrong. This is when a team disbands having successfully (or unsuccessfully) completed its task.

If your students want to learn more, then Wikipedia has an entry on Tuckman.

[5 to 10 minutes]

**Slide 3:** team-building activities

The photos are intended to introduce the theme of the *Reading* text *Smells like team spirit*, which, incidentally, discounts fashionable team-building exercises such as navigating rope courses.

Ask your students to consider which of the six activities they would consider good team-building exercises and why.

*Commentary:*
Joining a choir is encouraged by firms in the City of London as a way of building team spirit. Similarly, going on cookery courses together is seen as a positive thing to do in contrast to more challenging outdoor activities such as mountaineering or hill walking. Golf may be good for entertaining and building up business contacts but the golf course is probably the last place to try and build team spirit! Performing well in volleyball requires a good understanding with you teammates. Hillwalking would provide a lot of time to really get to know a colleague well. With mountaineering the main benefit would be the building of mutual trust.

[5 minutes]

**Slide 4:** roles in projects

The cartoon representations of these five characters can be used to introduce *Discussion 1 and 2* on page 46 of the Student's Book.

Ask your students to label the five types before going to the book.

[5 minutes]

**Slide 5:** checklist for listeners in *Speaking 9* on Student's Book page 47

This is provided to help the listeners make sure they have a rounded picture of the speaker in their group.

Go through the checklist before the groups commence the task. It is not meant to be followed prescriptively but just to provide a structure. Your students will hopefully want to add to this list of questions.

You can find out more about team roles and their descriptors at the Belbin website, and indeed for a fee your students could carry out the Belbin Self-Perception Inventory. Visit: http://www.belbin.com/belbin-team-roles.htm

[5 minutes]

**Slide 6:** How to manage difficult people

This is the Internet research topic on page 51 of the Student's Book. Use this slide to introduce the topic and to make the point that managing difficult people is not only about dealing with someone who reports to you or is an employee but also about *upwards* management of your boss and *sideways* management of colleagues, customers and suppliers.

Note: *managing your manager* is the Internet research topic for the next module 4.6.

Ask students to make a list of who these people might be before revealing the information on the slide.

Then ask them to consider the list of issues, which is not intended to be exhaustive. They should then be well prepared to do the Internet research task, which could be divided up among the class, for example one person or class looking at communication style while another focuses on sources of conflict.

[10 minutes]

**Slide 7:** Suggested answer to *Writing 9* on page 53 of Student's Book

This is the text found on page 58 of the Teacher's Book. It is provided so you can provide quick feedback to the class on this task. This text goes over two screens.

**Slide 8:** Managing your manager

As an introduction to this *Internet research* topic on page 55 of the Student's Book, ask your students to consider what constitutes a bad manager. The slide provides a checklist for what might constitute bad management in an international context.

Your students will no doubt have other ideas or express the points differently.

[5 minutes]

**Slides 9 + 10:** Lead-in activity text from TB page 59

This text is provided here for ease-of-use in preparing the case study on page 54 of the Student's Book. As the Teacher's book states, ask your students to decide if the statements are true or false.