Negotiating Team Roles

Lead-in

1A **The chart below shows three different zones of ability. Which zone are you in for each of the skills below? Write the numbers in the chart.**

1 planning projects
2 working with figures
3 personal communication
4 leading teams
5 using technology
6 public speaking
7 doing research
8 managing your time
9 making decisions



B **Good teams need people with *different* skills in them. Compare your chart with other people in your class. Would you make a good team?**

VIDEO

2A 5.3.1 **Watch Orla and Shaun discussing a project meeting and answer the questions.**

client pitch (noun) – a presentation you give to make a customer (or potential customer) want to buy your product or service

1 How often has Orla's team worked together before?
2 What is the purpose of today's meeting?
3 What is Orla trying to decide?
4 What advice does Shaun give her?

B **What do you think of Shaun's advice? Can you see problems with it?**

3A **Watch the meeting and answer the questions.**

1 Does Orla take Shaun's advice? Are the responses from the team:
☐ mostly positive? ☐ mostly negative? ☐ mixed (both positive and negative)?
2 Who gets the following team roles, *Alex* (Al), *Azra* (Az), *Jasmine* (J) or *Thiago* (T)?
pitch leader ___ tech support ___ lead presenter ___ learning designer ___
3 Why does Orla decide on the roles in question 2?
4 What are the problems with the roles for each team member?

B **What went wrong in the meeting? How could it be improved?**

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4A **Watch a more positive version of the meeting and answer the questions.**

1 Why does Orla think the team members can decide their own roles?

2 Why doesn't Azra think the pitch is a good opportunity to develop her presentation skills?

3 Why does Orla think Jasmine can manage the learning design role?

4 Why might Thiago be a good presenter?

5 What team role changes are made by the end of the meeting?

B **How was the team response in this meeting different from the previous version? What did the team do differently? Think about:**

• politeness. • suggestions not instructions. • ways of saying 'no'.

LIVEWORKSHEETS

5 5.3.4 **Watch the Conclusions section of the video. Compare the advice with your answers in Exercises 3B and 4B.**

In pairs, discuss saying 'no' in business situations. Are you comfortable saying 'no' to a customer or boss? How can you stay positive when you have to say 'yes' to things you don't want to do?

Agreeing on team roles in meetings

7A Match the beginnings (1–8) with the endings (a–h) to make expressions from the video.

1 Is that OK	**a** and I could swap roles.
2 I was thinking you	**b** don't mind.
3 How would you feel	**c** could head up the project.
4 If you	**d** with everyone?
5 Perhaps Azra	**e** then that's fine with me.
6 If you're both happy to exchange roles,	**f** about that?
7 I'd like you	**g** to be the learning designer.
8 How would you like	**h** to do the PowerPoint for us again?

B Put the expressions in Exercise 7A into the correct section in the table.

Checking agreement	Making suggestions

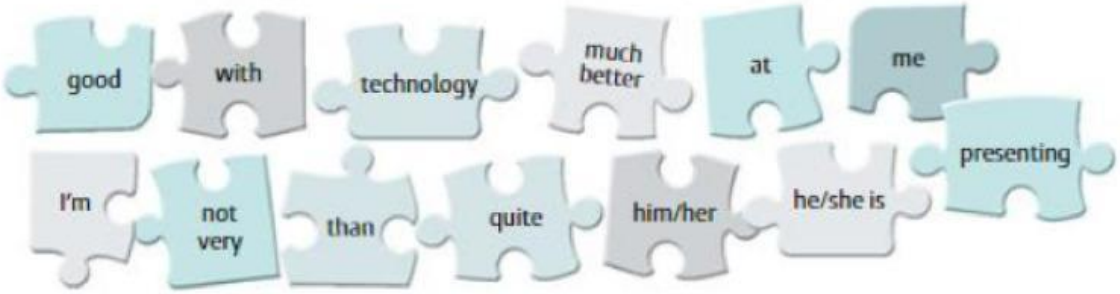
LIVEWORKSHEETS

8A Use two or more phrases to say 'no' politely.



I don't mind, but I'd prefer not to do it again if I have a choice.

B Use two or more phrases to make comments about your strengths and weaknesses.



Teacher's resources:

The Team Tasks Game

The grid below shows some of the key tasks for a project team. Underline five tasks you can do well (it doesn't matter whether you can actually do them well in real life!). These are your comfort zone tasks. ~~Cross out~~ five tasks you can't do at all (again, it doesn't matter if this actually true). These are your danger zone tasks. Leave the other six tasks blank. These are your challenge zone tasks.

LEAD THE TEAM	CONTROL THE BUDGET	DO THE CLIENT RESEARCH	PREPARE THE POWERPOINT
DEVELOP THE PROJECT PLAN	RECRUIT THE PROJECT STAFF	MANAGE THE PROJECT	PROVIDE UPDATES TO THE BOARD
GIVE THE CLIENT PRESENTATION	PRODUCE THE PROJECT REPORT	CHECK THE AVAILABILITY OF RESOURCES	PROVIDE THE TECHNICAL DOCUMENTS
CHAIR THE TEAM MEETINGS	MANAGE THE PROJECT WEBSITE	ESTIMATE THE COSTS	WORK OUT THE PROJECT SCHEDULE

LIVEWORKSHEETS

When you're ready, politely ask your partner to do one of the tasks on the grid.

If you ask your partner to do one of his/her comfort zone tasks, you get 2 points and he/she has to agree to do it.

If you ask your partner to do one of his/her danger zone tasks, you lose 1 point and he/she has to say 'no' politely, explain why he/she's no good at this task, and suggest somebody else for the task (e.g. another class member).

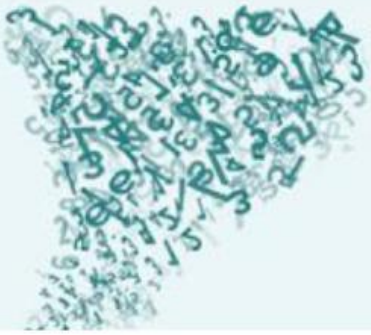
If you ask your partner to do one of his/her challenge zone tasks, for 2 extra points you must explain why it would be good for him/her to learn how to do it.

The person with the most points after ten minutes is the winner.



Presenting Facts And Figures

Lead-in



1A **Look at three different ways of presenting the same information. Which, for you, is the most effective? Why?**

1 There are **a lot of**
2 There are **11.6 million**
3 There are **almost 12 million**

} women business owners in the USA.

B **In pairs, look at the following statements. Are they more or less effective than the statements in Exercise 1A? Why?**

1 **Approximately one out of every fourteen** American women is the owner of a business.
2 **The number of** women business owners in the USA **is greater than** the whole population of Sweden, Austria or Switzerland.

2A **Match the exact figures (1–7) with the approximate figures (a–g).**

1	0.95%	a	**roughly** a quarter
2	23.5%	b	**almost** one in three
3	52%	c	**around** two out of (every) five
4	39.4%	d	**nearly** three quarters
5	9.867%	e	**under** one percent
6	73.9%	f	**over** half
7	32.75%	g	**about** ten percent

B **Label the expressions in bold in Exercise 2A according to their meaning using the following icons.**

more than > less than < approximately ≈

C **You can put the words 'just' and 'well' before 'over' and 'under'. Which means:**

a by a large amount? **b** by a small amount?

LIVEWORKSHEETS

Listening

1 Customer age groups

Generation (b. 1964–79) _____

Generation (b. 1980–94) _____

Generation (b. 1995–2012) _____

3A 5.02 **Liz is a Marketing Consultant to the retail banking industry. Listen to the first part of her presentation to a group of clients and answer the questions.**

1 How does Liz get the attention of her audience at the start?
2 Which three generations does she talk about in her introduction? Complete the information in slide 1.
3 Which generation is the main subject of her presentation? Why?
4 How do the audience describe this generation in terms of:
• lifestyle? • technology? • work? • money?

B Liz used the approximate words *early*, *mid* and *late* to talk about ages and dates. Can you remember the phrases she used for the following? Listen and check.

1 17–19-year-olds *late teens*
2 21–23-year-olds _____
3 1964–6 _____
4 1977–9 _____
5 1981–3 _____
6 2011–13 _____

2 Financial habits
(16–21-year-olds)

- paid employment *76* %
- own savings account __ %
- account-holders since age 10 __ %
- already saving for retirement __ %
- opposed to all forms of debt __ %

4A 5.03 **Listen to Liz present the financial habits of young adults with approximate figures. What are the *exact* figures? Use the exact figures below and write them on slide 2.**

12 21 29 64 76

B Listen again and answer the questions.

1 What do the employment figures for 16–21-year-olds show?
2 What does Liz say is the most surprising figure in the chart? Why?
3 What kind of debt are 16–21-year-olds against? Why?
4 What's the good news about 16–21-year-olds for the retail banking industry? What's the bad news?

3 Marketing to young savers

10.6 1bn 53% 42m

5A 5.04 **Listen to the final part of the presentation. What do the figures in slide 3 show?**

1 10.6 = _____
2 1 billion = _____
3 53% = _____
4 42 million = _____

B What does Liz say about her client's marketing strategy?

6 What does Liz say to help the audience remember the number of hours spent online?

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7 Complete the expressions using the words in the box.

context	figure	idea	look	means	see	shows	summary	takeaway	terms	thing

1 Have a(n) _____ at this chart, which _____ the results of our survey of the financial habits of people aged sixteen to twenty-one.

2 As you can _____, roughly three-quarters of them are already earning their own money.

3 To put that in _____, that's almost the same as the _____ for Generation Y.

4 To give you a(n) _____ of just how much that is ... it comes to around a billion hours of online activity every day!

5 Perhaps the most surprising _____ is that over one in ten of them are already saving for retirement.

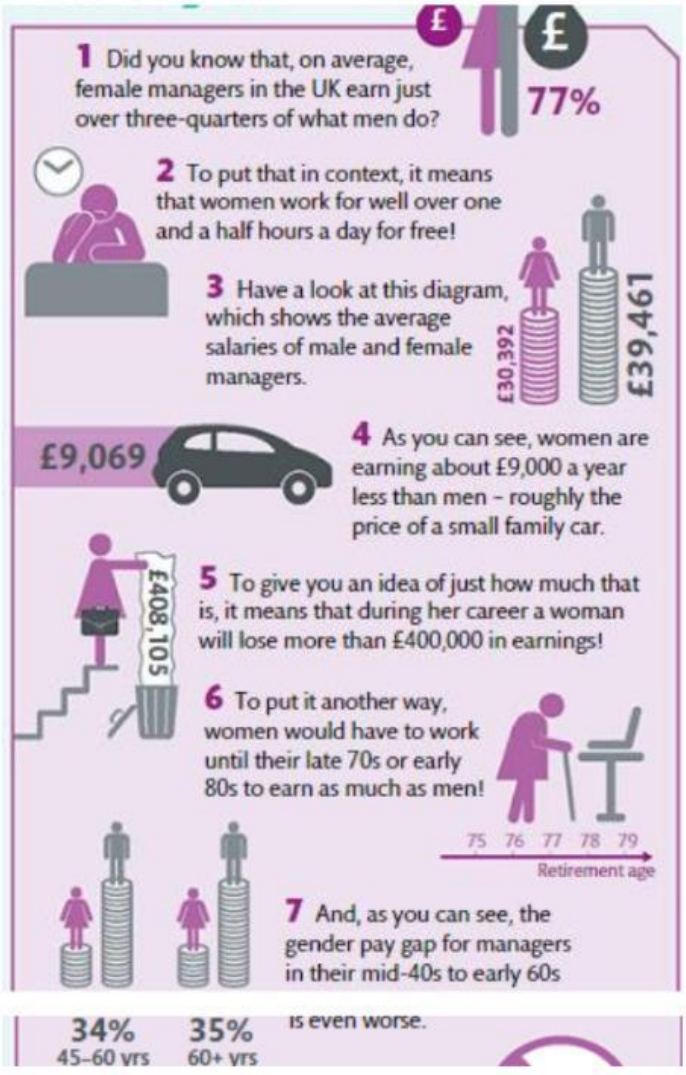
6 The key _____ here is that Generation Z likes to save, but doesn't like to borrow.

7 So, in _____, if we want to attract this new generation of customers, we need to make sure we connect with them on a personal level.

8 And, in _____ of selling banking services, this clearly _____ that we need to be doing a lot more than just social media marketing.

8 Approximate the following figures in as many ways as you can in under a minute. Compare your performance with a partner.

33.4% 27.8% 99.9 €21m 11% ¥497 48.9% £995bn





LIVEWORKSHEETS