

CYCLE 1 – WORKING IN TEAMS

<p>1. Thinking about the topic</p> <p>1. Think back to the times when you had to work in teams. Was it successful? What made it effective? Was it unsuccessful? What made it ineffective?</p> <p>2. The following are factors which may affect team work positively. Which factor(s) seem(s) most important to you?</p> <p>(1) <i>Team balance</i>: the team has resolved the tension between individualism and mutualism to form a collective partnership based on respect for all members.</p> <p>(2) <i>Leadership</i>: the leader strengthens commitment and morale, encouraging individual development, and clearly communicates roles and responsibilities.</p> <p>(3) <i>Team to team</i>: the team interacts effectively with other teams, functions or individuals who impact on the achievement of team goals.</p> <p>(4) <i>Overcoming hurdles</i>: dependence on external bodies and/or dominance by individuals within the team is not allowed to hinder achievement of objectives.</p> <p>(5) <i>Autonomy</i>: the freedom and opportunity to influence the direction of the team and the achievement of goals related to team objectives.</p> <p>(6) <i>Shared understanding of goals</i>: clear understanding of the roles, responsibilities, objectives and targets of the team.</p> <p>(7) <i>Recognition</i>: individual contributions to the team and team contributions to the company are fairly acknowledged and valued.</p> <p>(8) <i>Reward</i>: pay and progression in the company are related to the achievement of both the company and the individual.</p> <p>(9) <i>Full circle feedback</i>: regular feedback is received from the team leader, colleagues, peers and clients/customers.</p> <p>From: Borrelli, G., Cable J. & Higgs M. (1995) What makes teams work better? <i>Team Performance Management</i>, 1 (3), pp. 28-34.</p>	<p><u>Pre-task</u></p> <p>The teacher introduces the topic.</p> <p>The teacher uses activities to help students recall/learn useful vocabulary.</p>
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<p>3. Preparation for the task - reading</p> <p>1. Your Organisational Behaviour lecturer has given you an article on team work. In your next seminar your group will talk about the ideas discussed in the article, so your task is to prepare for the discussion.</p> <p>2. The reading stage: Work in pairs.</p> <p>1. Look at the title, Introduction and Conclusion and answer the following questions: What is the article about? What is its purpose?</p> <p>2. Look at the sections headings. What other information do they provide?</p> <p>3. Now read the article. Be sure to make notes while reading. Together with your partner(s), discuss:</p> <p>1. What are the key ideas in the article?</p> <p>2. What interests you most in the article? Does anything surprise you?</p> <p>3. Does the article provide an answer to the title question (What makes teams work better)? If so, what is it?</p> <p>4. How could the information from the article be useful to companies?</p>	<p><u>Task</u></p> <p>The students do the task in pairs/small groups.</p> <p>The teacher monitors and encourages the students.</p>
<p>5. Summary writing</p> <p>1. Now, still working in your pairs, write a summary of your discussion. You will share your summary with the other group.</p>	<p><u>Planning</u></p> <p>The students prepare to report to the class what they have discovered/decided.</p> <p>The teacher: Ensures the purpose of the report is clear and acts as a language adviser.</p>
<p>2. Swap your summary with another pair. Are your summaries the same or different?</p>	<p><u>Report</u></p> <p>The students circulate their reports.</p> <p>The teacher ensures all students read most of the reports.</p>
<p>3. Focus on language</p>	<p><u>Language focus</u></p>

<p>1. Replace the words in bold with their equivalents used in the article.</p> <p>1. My team showed behaviour typically associated with effective performance. (answer: exhibited)</p> <p>2. A leader should feel responsible for his/her team performance. (answer: accountable)</p> <p>3. There was a link between each team characteristic and the success of the team. (answer: correlation)</p> <p>4. Interestingly, teams including different people were shown to be more effective. (answer: diverse)</p> <p>5. The leader should clearly talk about roles and responsibilities within the team. (answer: communicate)</p> <p>6. Dominance by individuals within a team should not stop achievement of objectives. (answer: hinder)</p> <p>7. Contributions to the company must be noticed. (answer: recognised/ acknowledged)</p> <p>8. Look at the groups of nouns below and put the nouns in the right order. Write a definition of every noun group. Refer to the article to check the context in which the phrases are used and your answer.</p> <p>1. Potential Performance Team</p> <p>2. Team Achievement of Goals</p> <p>3. Management Performance Problems</p> <p>4. Development Team Programs</p> <p>5. Team Effectiveness Leader</p> <p>6. Now look again at your summary. Did you use any of the words and phrases above? If not, how could you incorporate them in your summaries?</p>	<p style="text-align: center;">Analysis and Practice</p>
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CYCLE 2 – BUSINESS ETHICS

<p>1. Thinking about the topic – ethical dilemmas at work</p> <p>1. Work in groups. Look at the three scenarios below and discuss what you would do in each situation.</p> <p>2. Now listen to 3 people talking about the dilemmas. Are their opinions the same as yours or different?</p> <p>3. Look at the words and phrases below. How are they used by the people you’ve just listened to?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>hierarchy of the company internal code of conduct implications blackmail personal values</p> </div> <p>4. Now work in pairs. Read the quotations below and decide:</p> <p>1. What do they say about the role of business? Do you agree or disagree?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Business has become, in this last half-century, the most powerful institution on the planet. The dominant institution in any society needs to take responsibility for the whole. This is a new role for business, not yet well understood and accepted. (Harman, 1990, p.12)</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Is wealth production really the goal of business, as some economists say, or is wealth a by-product, an incentive en route to other ends? When a corporate mission statement contains only one goal – to create shareholder value – has an essential ingredient been lost? (Kanter, 1991, p.10)</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Money should never be separated from mission. It is an instrument, not an end. Detached from values, it may indeed be the root of all evil. Linked effectively to social purpose, it can be the root of opportunity. (Kanter, 1991, p.10)</i></p> </div> <p>From: Spiller, R. (2007) Ethical Business and Investment: A Model for Business and Society. <i>Journal of Business Ethics</i>, 27, pp. 140-160.</p>	<p><u>Pre-task</u></p>
<p>2. Preparation for the task - reading</p> <p>1. In your Introduction to Business Ethics module, you will have a seminar on ethical investment. You have been asked by your lecturer to prepare a summary of the article in the form of a mini-presentation.</p> <p>2. Reading</p> <p>1. Read the title and the abstract of their article.</p> <p>2. In pairs decide on and write down 3-4 main ideas included in the abstract.</p> <p>3. Look at the section titles in the article and read the conclusion. What do you expect to find out?</p> <p>4. Now work in pairs.</p> <p style="text-align: center;">Pair A – read the sections: “Ethical business and the triple bottom</p>	<p><u>Task</u></p>

<p>line” and “The Four P’s of ethical business” Pair B – read the sections: “Purpose”, “Principles” and “Practices” Pair C – read the section: “Performance measurement”</p>	
<p>5. The Task</p> <p>1. Decide what information is significant in each section, make notes and prepare to report back to the rest of the group.</p>	<p><u>Planning</u></p>
<p>2. Together agree on a summary of all the sections.</p>	<p><u>Report</u></p>
<p>3. Focus on language</p> <p>1. Look back at the section(s) you were responsible for. Select and underline 4 words or phrases which you think you will find useful in future. Think how you will be able to use them.</p> <p>2. Listen to the recording of your report and focus on your use of vocabulary. Did you use any words or phrases from the article? If so, which ones? Identify 3-4 fragments where you could have expressed something in a better or more precise way. Try to think how you could improve them.</p>	<p><u>Language focus</u></p> <p>Analysis</p>

References:

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