

Unit 4

Teamwork

Objectives

At the end of this unit, you will be able to:

- ❖ understand how important and useful teamwork is both at home and at work
- ❖ understand your responsibilities as a team member
- ❖ understand the advantages and the problems of working in a team

Activity 1

- a. **Think of five words that we commonly use in combination with 'a team of' to get expressions such as 'a team of players'.**

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- b. **Read the following to understand the importance of teamwork.**

'Teamwork' consists of a group of individuals working together towards a common goal. It is characterised by collaboration and cooperation. Each person puts aside his or her individual differences and works harmoniously to achieve maximum efficiency.

Activity 2

Read the story below and answer the questions that follow.

One day some other parts of the body felt that the stomach was leading a life of idle luxury while they were spending all their time in working for its support and satisfying its wants and needs. They went on strike and decided to cut off food to the stomach. The hands no longer carried food to the mouth, nor did the mouth receive it or the teeth chew the food. In a few days, the limbs felt weak, the mouth felt dry, the heart felt as if it was dying, and as for the stomach, it felt a burning ache. On the whole, the entire body began to waste away. It was then that the different parts of the body that went on strike realised that they could not exist without the stomach just as it could not exist without them.

a. Why did some parts of the body go on strike?

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b. What do the parts of the body realise in the end?

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c. What did you understand from the story?

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d. Is it important to work together? If yes, why?

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Discuss your answers with your partner.

Activity 3

Think of five things you can do better if you work as part of a team rather than on your own.

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Activity 4

a. Working in groups, arrange the given jumbled words to get quotations on teamwork. Present the quotations to the class.

a. is no 'I' teamwork in There

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b. work light hands Many make

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c. drop, together one we are Individually, we are ocean an

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d. Is a coming together beginning is progress together keeping working together is success

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e. strength The is member individual of the team each is the team each member of the strength

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f. divides Teamwork doubles the task and the success

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How did it feel to work together to form the quotations?

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b. Being part of a team is different from being part of a group. While members of a group only take care of the part of the task assigned to them, the members of a team are collectively responsible for achieving a common goal. If you want to succeed at work, you should develop team skills and learn to work as a member of a team. Think of some skills you need to learn to be a good team member.

For example: Be loyal to your team.

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Activity 5

a. Working in groups, read the small story below and discuss the answers to the questions that follow.

A team had four members called Everybody, Somebody, Anybody and Nobody. There was an important job to be done. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.

What do you understand from the story?

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b. What are some problems you could face when working as part of a team? Note them in the table and suggest a solution/s to the problem/s:

Problems	Solutions

Assignments

1. Read the situation described below and answer the questions that follow.

The batting team needs forty runs to win. There are seven overs remaining. Batsman A has made eighty-five runs. If he makes another fifteen runs, he will reach a century. He does not want to miss the opportunity. He plays a safe game. He wastes twenty-six balls to score the fifteen runs he needs to make a century. The crowd cheers him. Batsman B at the other end has scored fifteen runs off just ten balls. The last over is bowled. Batsman A wants to make the winning run. So he does not pick up singles. If he goes for a single and allows Batsman B to be at the striker's end, he may miss the chance to make the match-winning run. Batsman A is stubborn. He rotates his bat in the air and is out. Batsman C comes in. Six runs are needed for victory. Only two balls remain. He hits a single. Batsman B sends the last ball to the boundary. The match is lost by one run.

a. Is Batsman A a team player?

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b. Batsman A scores a century. Does it help his team?

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c. Whom does Batsman A compete with in the match—the team he is playing against or his own team-mates?

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d. How does the situation illustrate the importance of collective performance over individual achievement?

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e. What do you learn from the defeat of the team?

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2. Read the situation described below and fill in the table that follows with relevant details.

It is a Monday morning at Maruti Industries. The accountant is very busy preparing a report that the director has asked for. He also needs to get the file ready for the board meeting in the afternoon. He looks at the file to see if the financial statements are correct and whether they have been signed by the regional manager. In the process of doing all this, he forgets to go to the bank to deposit the cheques received the previous day. If the cheques are not deposited, the company's cheques to its vendors will bounce. The junior accountant knows this, but thinks that it is not his business to remind his senior. The secretary also realises that the cheques have not been deposited. She reminds the accountant, and since he is busy, she offers to take them to the bank herself so that the cash flow remains unaffected.

Name	How he/she performs as a member of a team

List a few other qualities that are characteristic of team skills.

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Unit 5

Time Management

Objectives

At the end of this unit, you will be able to:

- ❖ learn how to make the best use of your time in your personal and professional life.
- ❖ learn how to meet deadlines and targets by carefully planning the time you have.

Activity 1

a. Fill in the table below.

Time	What did I plan to do yesterday at this time?	Did I manage to do it? (Yes/No)	What happened as a result? (e.g., could meet deadline, missed the bus)
6 am			
8–10 am			
10 am–12 pm			
12–2 pm			
2 – 4 pm			
4 – 6 pm			
6 – 9 pm			
9 – 11 pm			

b. Read the following to understand the importance of using your time effectively.

Using the time available to us efficiently, which includes prioritising, planning and scheduling our work, monitoring progress and taking quick action to make up for any delay due to things that happen unexpectedly is briefly what time management is about. Managing our time well will make us successful in our personal and professional lives.

Activity 2

a. Think of five ways in which people usually waste their time and list them below.

- i.
- ii.
- iii.
- iv.
- v.

b. Compare your answers with those given by your classmates and list the most common time wasters. Suggest ways to deal with them.

Time wasters	Solutions to avoid them
i.	
ii.	
iii.	
iv.	
v.	

Activity 3

You are a final year student in a polytechnic college. You are preparing for E-Cet, doing your project work and studying for your term-end exams. Think of activities that you will need time for, such as studying, spending time with parents, chatting with friends, playing video games, watching TV, going to the library, collecting material for your project, partying and shopping. Classify the activities according to their priority in the table below.

Priority	Activity
Very urgent	
Urgent	
Important	
Not so important	

Activity 4

Match the statements about people's behaviour in box A with good and bad ways of time management given in box B and write them in the given space.

A

- a. I was not in a good mood and the weather was terribly cold. So I haven't completed my work.
- b. Father keeps the telephone, electricity and house tax bills in separate labelled files.
- c. Oh, no! I have a train to catch in half an hour, and I haven't packed yet.
I was talking on the phone, checking my personal emails and planning what to wear for my friend's wedding.
- d. Let's first clean the house, wash clothes, cook lunch and then go shopping.
- e. Uma, I would like to come to the party, but I have to complete this assignment for tomorrow.
- f. I can hear people talking outside my neighbour's door. I won't be able to concentrate on what I am reading until I find out who has come to visit her.
- g. The landlord had told you a year ago that he would need the flat by the end of this month. You should have started looking for another one earlier instead of waiting until now.
- h. Let us start by making detailed plans and realistic schedules for the different stages of the construction project.
- i. The letter says that the interview is at 10 am. But I am sure they won't mind if I am about fifteen minutes late.
- j. I should start studying for the test. But will I pass?

B

- i. not being punctual
- ii. making excuses for not doing something
- iii. prioritising work to be done
- iv. wasting time on unimportant things
- v. planning work before beginning
- vi. being well organised

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2. Think about the quotation below and write a paragraph explaining it.

'Make use of time, let not advantage slip.'

—*William Shakespeare*

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