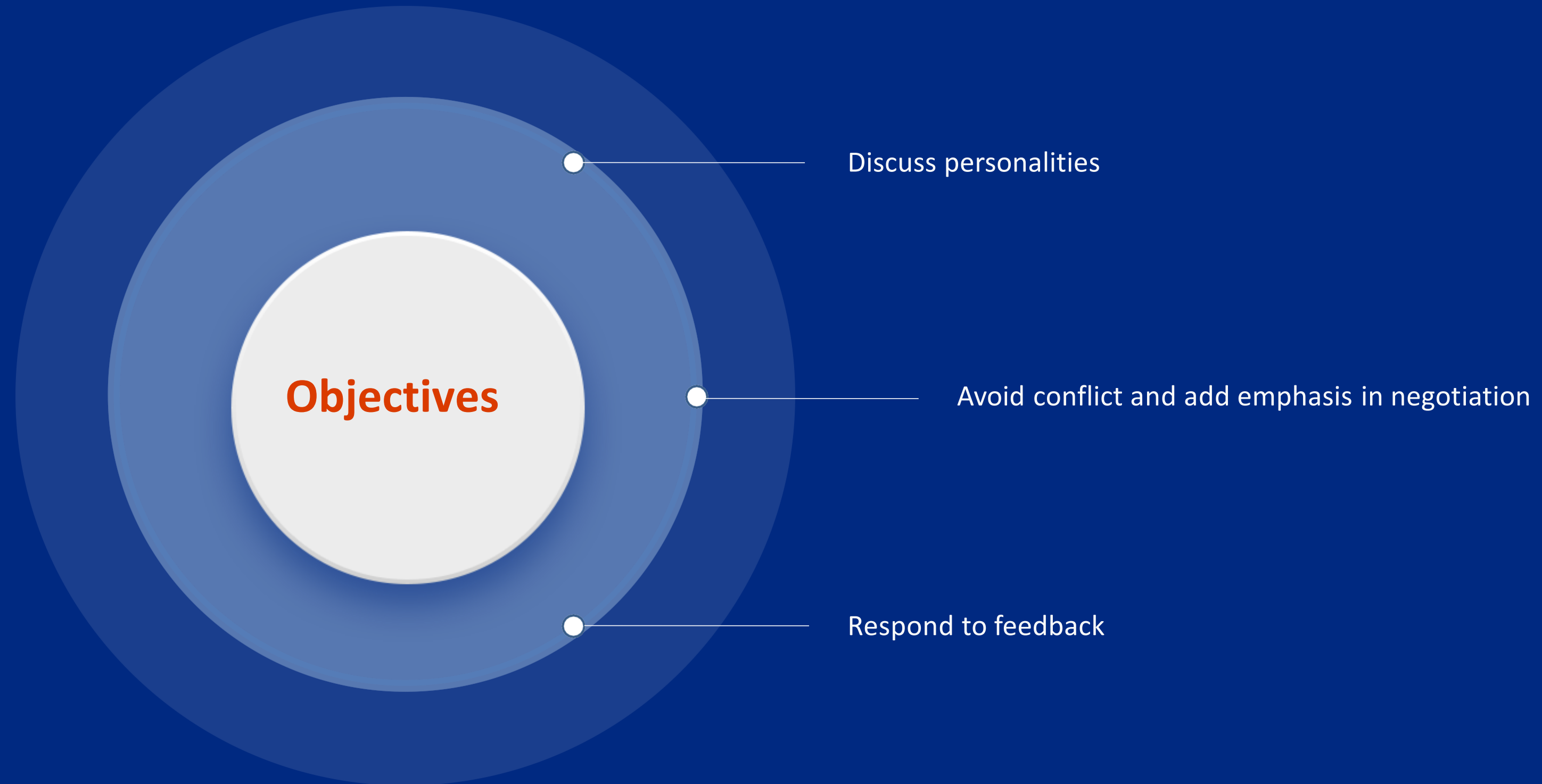


Business Advanced

Unit 5: Teamwork





Starting Point

1. What problems can occur when working with other people? Have you recently experience issues in similar cases?
2. What types of personality are needed for a successful team?



Working with Words I Exploring team relationships

What kind of team player are you? - Meredith Belbin

- 1. Plant:** valued in a team for their ability to come up with innovative solutions. Like the absent-minded professor-inventor, they often spend time quietly working alone, which results in solutions to problems, but they may have trouble communicating their ideas effectively.
- 2. Resource Investigator:** this person contributes to the team with boundless enthusiasm at the start of the project. They are excellent networkers who express themselves clearly and they vigorously pursue opportunities outside the team. They tend to lose momentum towards the end of a project.
- 3. Co-Ordinator:** the natural chairperson, able to detach themselves from the detail, to see the bigger picture. They are mature, good at delegating and at helping the rest of the team to reach decisions. Their management and delegating powers may mean they don't **pay** enough **attention to** their own duties at work.
- 4. Shaper:** they **spur** their team **into action**. You have to tread carefully with this person; they **thrive on** pressure and challenge, and often get results by pushing others hard to do the same. In their drive to get things done, they may upset other team members by not considering their feelings.
- 5. Teamworker:** working closely with everyone, they like to **steer clear of** confrontation. They are good listeners and can help to calm situations by talking through problems with colleagues. However, as they don't like taking sides, they may find it difficult to make decisions.
- 6. Completer Finisher:** the team's perfectionist. They take mistakes very seriously – maintaining quality is very important to them, and this can result in missing deadlines. They pay painstaking attention to detail. They can be poor delegators and they tend to worry excessively about minor details.
- 7. Monitor Evaluator:** they are good at judging the situation due to a great ability to analyse logically. They assess periodically and look at all the available options objectively. However, they can lack the enthusiasm needed to inspire others.
- 8. Implementer:** this person is disciplined and can **be relied on** to perform consistently and to **cope with** things practically. They tend not to **deviate from** a set path and can find it difficult to take new ideas on board.
- 9. Specialist:** they are highly skilled and are usually viewed positively for providing specialized knowledge. They tend not to see the bigger picture, **focusing on** technicalities.

1. Dr. Meredith Belbin outlines 9 team roles describing individual behaviors. Read below and compare them to your Starting Point ideas.

2. Read the text again and discuss the following:

1. What is the main positive and negative characteristic of each role?
2. Which team role best describes you?

3. Underline the adverb in italics which collocates with each verb in (1-10) below. Check your answers in text 1.

1. analyse the situation logically / specifically
2. assess the situation periodically / timely
3. be viewed satisfactorily / positively
4. communicate their ideas thoroughly / effectively
5. look at (available options) objectively / deliberately
6. perform consistently / regularly in their role
7. powerfully / vigorously pursue opportunities
8. push others hard / roughly
9. tread carefully / well with this person
10. worry excessively / extremely about minor details

4. Role Play. Give each other advice for successful working relationships. Use as many of the verb + adverb combinations in (3) above as possible.

5. Listen to three people discuss their team roles. Fill in the table with their strengths and weaknesses.



Audio 5.1

	Strengths	Weakness
Speaker 1		
Speaker 2		
Speaker 3		

6. Which of the two Belbin roles fits best each of the people you listened to in 5? Give reasons.

- Speaker 1: *Shaper / Teamworker*
- Speaker 2: *Co-ordinator / Completer Finisher*
- Speaker 3: *Resource Investigator / Implementer*

7. Which of the three people you would select to work with you *in your team, and why?*



What kind of team player are you? – Meredith Belbin

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2. **Resource Investigator:** this person contributes to the team with boundless enthusiasm at the start of the project. They are excellent networkers who express themselves clearly and they vigorously pursue opportunities outside the team. They tend to lose momentum towards the end of a project.
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4. **Shaper:** they **spur** their team **into action**. You have to tread carefully with this person; they **thrive on** pressure and challenge, and often get results by pushing others hard to do the same. In their drive to get things done, they may upset other team members by not considering their feelings.
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8. **Implementer:** this person is disciplined and can **be relied on** to perform consistently and to **cope with** things practically. They tend not to **deviate from** a set path and can find it difficult to take new ideas on board.
9. **Specialist:** they are highly skilled and are usually viewed positively for providing specialized knowledge. They tend not to see the bigger picture, **focusing on** technicalities.

8. Replace the underlined words in sentences (1-8) with multi-word verbs in bold in the text in 1 with a similar meaning.

1. Sarah can be depended on to come up with innovative solutions to any problems which arise. _____
2. Our project team have regularly not followed the agreed schedule – many of the stages have been late. _____
3. Last quarter's poor sales figures motivated the rep team to work harder for this quarter. _____
4. I didn't spend enough time on the sales figures – I think they're wrong. _____
5. I prefer to avoid any last-minute changes. _____
6. Our production team enjoy the challenge of tight deadlines – they love the challenge of meeting the dates. _____
7. I'm capable of handling most complications by myself. _____
8. I think we should concentrate on solving the problem, rather than discussing who was to blame. _____

9. Role-Play. Think of a partner or team leader you have worked with. Compare the way they work with how your colleague's partner works, using the vocabulary from 3 and 8.

10. Role-Play. Make each other questions about recent projects you have worked on to find out which Belbin role you think you play in a team. Consider:

- task/project
- colleagues/fellow team members
- schedules/pressure
- issues/problems
- confrontation/fairness

11. Discuss the following projects, and establish the best mix of Belbin roles for each.

Project outline 1

1. Task/project

International charity football match organized by two top teams and a charity promoting peace in an area of conflict.

2. Colleagues/team mates

Very varied, from the club president (who expects VIP treatment), to the charity volunteers.

3. Schedules/pressure

Deadline is fixed and non-negotiable because of the match timetable. Player availability is also a factor.

4. Issues/problems

The television scheduling – due to time zone differences, finding a good local kick-off time is problematic.

5. Confrontation/fairness

Differing attitudes to time is causing conflict. The culture of the charity is 'inclusive', so much consideration is given to finding a satisfactory solution for everyone.

Project Outline 2

1. Task/project

A fashion show based in a luxury boutique to promote the new collection (especially the top-end jewelry).

2. Colleagues/team mates

- Models
- Shop staff
- Caterers
- Lighting/sound crew
- Security staff
- Head Office staff

3. Schedules/pressure

The date and time of the show are published and invitations sent to the top 1,000 customers in the boutique's database. The new collection must be launched on time.

4. Issues/problems

There are health and safety issues regarding the maximum number of people who can be in the boutique at any time.

5. Confrontation/fairness

It's a challenge to manage a team made up of people from different companies and areas of expertise, who all come to the project with their own personal needs and agendas. The models are notoriously unreliable and temperamental.

Business Communication I Dealing with Conflict

Context

Duverger is a renowned European kitchenware brand that is preparing to introduce an exciting new collection of branded kitchen products. The company aims to make a significant impact with a wide-reaching promotional campaign throughout Europe, beginning with a product launch at a convention in Vienna next week. The Sales, Marketing, and Production teams at Duverger are collaborating on this campaign. However, the first shipment of brochures for the company's booth in Vienna has arrived, and they don't appear to be quite right.



1. Read the Context. What can go wrong when brochures are printed? Why do these things happen? Explain.

2. A meeting takes place between three managers (Jenny, Riccardo and Paul) to discuss the situation. Listen to Extract 1 from the meeting. Compare your answers in 1 with what actually went wrong.



Audio 5.2

3. The three managers handle the discussion and deal with conflict in different ways. Listen one more time and decide which speaker (Jenny, Riccardo or Paul) does 1- 4 below. Take notes if needed

- 1. Attempts to clarify the situation: _____
- 2. Encourages others to keep to the facts: _____
- 3. Expresses concerns diplomatically: _____
- 4. Expresses concerns more directly: _____

4. Match expressions (A-I) below to categories (1-4) in 3. Can you add any more expressions?

- a. Can I just make sure I've understood this correctly? _____
- b. Can we try and stay focused on the facts? _____
- c. Do you understand what I'm trying to say? _____
- d. I don't know if you are aware, but (...) _____
- e. I'm a bit worried about (...) _____
- f. I'm really not happy with (...) _____
- g. Let's try not to get personal here. _____
- h. The real issue here is (...) _____
- i. Would I be right in thinking (...)? _____

Key Expressions

Clarifying the situation

- *Can I just make sure I've understood this correctly?*
- *Would I be right in thinking ... ?*
- *Do you understand what I'm trying to say?*

Staying focused on the facts

- *Let's try not to get personal here.*
- *Can we try and stay focused on the facts?*

Expressing concerns diplomatically

- *I'm a bit worried about ...*
- *I don't know if you are aware, but ...*

Expressing concerns directly

- *I'm really not happy with ...*
- *The real issue here is ...*

Chairing the negotiation

- *How do you propose we deal with this issue?*
- *Look, can we try and avoid any ... ?*
- *I need to know ...*
- *Can I leave you to ... ?*

Offering a compromise

- *I'm prepared to ... if ...*
- *Look, would it help if ... ?*
- *I'd be more than happy to*

Expressing points of disagreement

- *I can't just ...*
- *I just don't understand how ...*
- *I see what you mean, but ...*
- *I just won't be able to ... , if ...*

5. Role-Play. Discuss what you would say in these conflict situations. Then have the conversations.

Situation 1

Student A: Tell B about your boss's plans to get rid of half of the car park.

Student B: You are surprised. Try to clarify what A has said.

Student A: Confirm.

Student B: You are very concerned and want to know what staff can do about this decision. Express your concerns directly.

Student A: Tell B to focus on the facts - there has been no final decision yet. You are concerned that staff won't have enough formal space to park their cars. Be diplomatic.

Situation 2

Student A: Tell B (the senior manager) you are not happy that a colleague who has been at the company for less time than you has been promoted above you and is now your line manager. Express your concerns directly.

Student B: Tell A to focus on the facts – the new line manager is very capable and is qualified for the job. Be diplomatic.

6. Listen to Extract 2 and answer to the following questions (1-2).

1. What are the options for Duverger?
2. What actions do the managers successfully negotiate?



Audio 5.3

7. During the negotiation in Extract 2, who ... ?

- a. plays the role of chairperson _____
- b. expresses points of disagreement _____
- c. offers a compromise _____



8. Listen to Extract 2 again. Replace the words in *italics with expressions* from the audio with a similar meaning.

1. Well, Riccardo, *what do you think we should do about this?*

2. To be frank, *don't expect me to* sit around and wait for you to sort this out.

3. And *how can you possibly* be contemplating a reprint?

4. OK Paul, *that's fair enough, but* surely we need to get this right now?

5. Oh, come on, that's just not practical. *I'm cancelling* the launch in Vienna if ...

6. Look, Paul, Riccardo, I *don't want* any serious setbacks ...

7. Thinking about this sensibly, the problems with the artwork I *can live with*, if ...

8. I mean, *why don't* I give the printer another call?

9. Paul, *do we have* your approval on this?

10. In which case, Riccardo, *would you be happy* to liaise with the printer ...?



9. Now match the expressions you noted in 8 to a-c in 7.

Clarifying the situation

- *Can I just make sure I've understood this correctly?*
- *Would I be right in thinking ... ?*
- *Do you understand what I'm trying to say?*

Staying focused on the facts

- *Let's try not to get personal here.*
- *Can we try and stay focused on the facts?*

Expressing concerns diplomatically

- *I'm a bit worried about ...*
- *I don't know if you are aware, but ...*

Expressing concerns directly

- *I'm really not happy with ...*
- *The real issue here is ...*

Chairing the negotiation

- *How do you propose we deal with this issue?*
- *Look, can we try and avoid any ... ?*
- *I need to know ...*
- *Can I leave you to ... ?*

Offering a compromise

- *I'm prepared to ... if ...*
- *Look, would it help if ... ?*
- *I'd be more than happy to*

Expressing points of disagreement

- *I can't just ...*
- *I just don't understand how ...*
- *I see what you mean, but ...*
- *I just won't be able to ... , if ...*

10- Role-Play. Read the information below. Negotiate the situations, following the following steps (1- 3).

1. Establish the point at issue.
2. Discuss any disagreements.
3. Try to reach a solution/ compromise.

Student A

Situation 1

You are working on a project with very tight deadlines. You are expecting a piece of work from Student B tomorrow. Check with Student B that she/he will deliver on time. (The work is already a week late.)

Situation 2

You share an office with Student B and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 5:45 p.m. tomorrow. Student B will be on annual leave. Talk to Student C and see if she/he can look after the office for you while you are away from your desk.

Situation 3

You work in a team with Student B and Student C. The project you are all working on is seriously delayed because Student C is refusing to accept work from Student B, claiming it is of poor quality. Student B claims she/he followed the brief. Try to help them find a solution so that the project can continue to move forward.

Student B

Situation 1

You are working on a project with very tight deadlines. You are supposed to hand over a piece of work to Student A tomorrow. You need a few more days. You've been ill, and you also think the deadlines weren't very realistic. Student A is going to ask you about progress.

Situation 2

You share an office with Student A and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Student A and Student C both want some time away from the office tomorrow afternoon. Help them to reach an agreement. (You can't man the office for them, as you are on holiday tomorrow.)

Situation 3

You work in a team with Student B and Student C. Student C is refusing to accept work you have carried out. You don't want to do the work again because it would delay the whole project, and anyway, you carried out the work according to Student C's brief.

Student C

Situation 1

You are working on a project with very tight deadlines. Student A is expecting a piece of work from Student B tomorrow. Student B is unable to meet the deadline. Help them to discuss the issue and to reach the best solution for all concerned.

Situation 2

You share an office with Student A and Student B. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 3:00 p.m. tomorrow. Student B will be on annual leave. Talk to Student A and see if she/he can look after the office for you while you are away from your desk.

Situation 3

You work in a team with Student A and Student B. You are very dissatisfied with some work that Student B has just carried out. It's true, she/he followed your instructions, but the quality is very poor, and the work seems rushed. You don't want to accept the work, and you would like her/him to do it again.

Culture Question

-
- How do you deal with conflict in your culture?
- Do you know how it is dealt with in other cultures?
- How can differences in the approach to conflict affect working relationships?



Language at Work I Adding emphasis

1. Underline the phrases which add emphasis to sentences (1-8).

1. The thing that bothers me is that we just don't have time.
2. How we resolve this is the issue now.
3. In which case, Riccardo, can I leave you to liaise with the printer?
4. What concerns me is the way this has been handled so badly by the printers.
5. It's the Vienna convention which really worries me.
6. The problems with the artwork I'm prepared to overlook.
7. The reason I say this is because if we get it right this time, any future campaigns should run more smoothly.
8. Which is why this whole thing is so frustrating.

2. Which techniques for adding emphasis in (a-c) below are used in the sentences in 1? More than one technique may be used in each sentence. Explain.

- a. Cleft sentence e.g. *it's ... which/ that* _____
- b. Fixed phrase _____
- c. Fronting (putting a topic at the start of a sentence) _____

3. Take a look at the following conversations (1-5). In each case, add emphasis to B's reply using one of the phrases from the list.

What we must be clear about is ... It's ... which ... In which case ...

What I'd like to know is ... Which is why ...

1.

A I really don't know how to fill in this document.

B Wouldn't it be a good idea to sit down and sort this out properly?

2.

A Apparently there are hardly any tickets left for the conference.

B I told you to book early.

3.

A How should I reply to their email?

B It's absolutely essential that the contract is signed by the 5th.

4.

A I can't believe there's no budget left to complete the project!

B What'll happen to the team if the project is abandoned?

5.

A The job is challenging enough, without all these extra changes they're asking for.

B The changes make the job interesting.

4. Add emphasis to the following sentences, using the fronting technique.

1. We need to think about how we go about this.
2. It's absolutely crucial that we get this right.
3. Mike made a very important decision at the meeting of shareholder last month.

5. Role-Play. You are in a team set up to produce the company news page on the intranet. However, poor communication in the team has slowed the project down. You hold a meeting to discuss the problems.

1. Discuss each problem, following the agenda below. Use techniques for emphasizing the points you make to each other.
2. End the meeting by deciding how you are going to resolve these issues.

Agenda

Communication problems in the intranet team

- 1** Unfocused meetings
- 2** Team members with different working styles
- 3** Lack of communication outside team meetings

Student A

Agenda

- 1 Unfocused meetings**
Team members have a tendency to go off track and not to focus on the agenda.
- 2 Team members with different working styles**
It's a new team, bringing together people from different departments who don't normally work together.
- 3 Lack of communication outside team meetings**
Instructions often lack clarity

Student B

Agenda

- 1 Unfocused meetings**
Not all team members attend team meetings – without regular updates, it's difficult to work out what stage the project has reached.
- 2 Team members with different working styles**
Some team members appear to be competing against each other
- 3 Lack of communication outside team meetings**
It's not clear who is responsible for what.

Student C

Agenda

- 1 Unfocused meetings**
Team members get too much information in meetings and forget it as soon as the meeting is over.
- 2 Team members with different working styles**
There are personality clashes in the team – some members just don't get on.
- 3 Lack of communication outside team meetings**
Team members do not say what they think directly, and think that hints are enough.

Practically Speaking I Responding to feedback

1. Discuss the following questions.

1. Is feedback necessarily the same as criticism?
2. How can negative feedback be made constructive?
3. How do you normally react to negative/positive feedback?

2. Listen to three conversations. In which conversation does somebody... ?

1. respond to positive feedback
2. accept negative feedback
3. challenge negative feedback



Audio 5.4

3. Match phrases (a-k) to (1-3) in 2. Then listen again to check your answers.

- a. I see what you're saying ..., but ... ____
- b. Thanks for your support – it's good to know I'm on the right track. ____
- c. I'm sorry, I didn't realize – thanks for pointing that out. ____
- d. Oh, I see. Well it seems a pity to ..., but maybe you're right. ____
- e. Oh, really? Why do you think that? ____
- f. ... to be honest, I just don't have time to ... ____
- g. No, I'm sorry. I don't see what you're getting at. ____
- h. Thanks. Though I have to admit, I got the idea from ... ____
- i. Actually, I'm very happy to have some honest feedback. I'll just keep working on it. ____
- j. So how do you think I could improve it? ____
- k. Look, you're entitled to your opinion, but ... ____

4. How would you respond to feedback in (1-6) using phrases from (a-k)?

1. 'I basically liked the way you presented your arguments, but I did feel you need to sound more sure of yourself.'
2. 'Some of the ideas you came up with in that meeting were really creative. I'm sure Gianluca is going to want to explore some of those further.'
3. 'Did you read the report through before submitting it? It's just that there were several inconsistencies. It just doesn't seem like your normal standard, that's all.'
4. 'We've just had some feedback from the client – I know it's a bit late, but basically they're not very happy with the colours we've selected.'
5. 'I know the team's been under a lot of pressure recently, but I can't help feeling it's compromising the quality of the work.'
6. 'We've got deadlines to meet, and we all have to do our bit. The delay from your group has meant that the production team are sitting around waiting for us to deliver.'



Practically Speaking I Responding to feedback

5. Role Play. In turns respond to each other's feedback.

Student A

1. Give feedback to Student B on her/his report. The report your colleague wrote was incomplete. You are particularly concerned about the summary. Most of the summary doesn't link with the findings of the report. However, you thought the report was well-presented and the findings that are included are very interesting.

2. **Student B** is going to give you some feedback. Your boss wants to talk to you. You think it is about the mistakes you made in the database management.

Student B

1. **Student A** is going to give you some feedback on your report. You spent a lot of time preparing the report. With the deadline approaching, you asked a colleague to help you with the summary, but the report is still yours.

2. Give feedback to Student B about a recent project. You want to congratulate Student B on the success of a recent database project which she/he was managing. You also want to mention concerns about difficulties one team member had with working long hours on the project.

extra vocabulary Key word I *only*

Match the use of **only** in 1-5 to synonyms a-e.

1. Apparently the same issue came up **only** last week.
 2. I think my **only** real doubt is the line you've taken on absenteeism.
 3. I'm **only** too happy to have some honest feedback.
 4. I'm **only** trying to help.
 5. I'm sorry, **only** I didn't realize.
- a. extremely
 - b. as recently as
 - c. single
 - d. just
 - e. but

CONTEXT: MBTI®

The Myers–Briggs Type Indicator (MBTI®) is a questionnaire designed to indicate psychological preferences in how people perceive the world and make decisions. It was designed by Katharine Cook Briggs and her daughter Isabel Briggs Myers. It is based on the typological theory proposed by Carl Jung that there are four principal psychological functions by which humans experience the world – sensation, intuition, feeling, and thinking – and that one of these four functions is dominant for a person most of the time. The MBTI is used widely in companies across the world, particularly with the aim of improving the way teams work together.

Problem-solving in a team

Shawn Bakker, a psychologist at Psychometrics Canada, has written a lot about psychometric profiling in the workplace. Read about some of the advice he gives about the practical implications of the MBTI® at work.

The MBTI® assessment can help teams solve problems effectively because it gives each team member a clearer understanding of two key things. First, looking at the Sensing (S) and Intuition (N) preferences will show team members how they take in and present information. Second, focusing on the Thinking (T) and Feeling (F) preferences will clarify how they make decisions with that information.

You probably wouldn't be surprised to hear that research indicates that teams composed of people with similar preferences usually make quicker decisions. This is because everyone gathers information and evaluates it in similar ways - a recipe for agreement. The downside of this speed is that the absence of opposing preferences can result in poor decision-making. The challenge for homogeneous teams is to make sure that the opposing preferences are taken into account. Teams composed of members with a variety of type preferences have a different challenge - getting people with different ways of taking in information and making decisions to solve problems together without conflict and misunderstanding. This often requires developing an appreciation for what people with opposing preferences do when solving problems.

To help teams with both of these challenges you can use a problem-solving model developed by Isabel Briggs Myers. This model for good problem-solving involves four steps which incorporate both ways for gathering information (S-N) and for making decisions (T-F).

Step One: Gather the Facts - With the use of the Sensing (S) preference gather the relevant details of the problem you are facing.

Step Two: Brainstorm Possibilities - With the use of the Intuition (N) preference identify possible causes of the problem and develop potential solutions.

Step Three: Analyze Objectively - Use the Thinking (T) preference to consider the cause and effect of each potential solution.

Step Four: Weigh the Impact - Use the Feeling (F) preference to consider how the people involved will be affected by the proposed solutions.

For each team member this problem-solving approach will utilize two of their preferences and require them to utilize two of their least preferred functions. For some team members, using their least preferred functions will be a manageable challenge. For others, it will be important to work with colleagues who have opposing preferences when making important decisions in order to take advantage of their expertise.

Discussion

1. What do you know about the MBTI®? Have you ever taken the test, or do you know your MBTI type?
2. How would you describe your personality? Do you think this affects how you solve problems?
3. How well does the team you work in solve problems together? Would any of the ideas or advice in the article help you to do this better?



Task

1. Shawn Bakker suggests using questions based on Isabel Briggs Myers' model for problem-solving in diverse teams. How effective do you think this would be for your team?

No matter what the team's make-up, a helpful way to have a team focus on each of the four steps is to set up four stations. At each station have a piece of paper with the following headings:

What are the facts?

What are the possibilities?

What are the pros and cons of each solution?

What is the impact on our people/ organization for each solution?

2. Think of a problem you are facing at work. Complete the table by answering the questions from the model in 1 .

My problem is: _____	My Answers	Comments from the group
What are the facts?		
What are the possibilities?		
What are the pros and cons of each solution?		
What is the impact on our people/organization for each solution?		

3. Role-Play: Present your problem to the class, ask for advice, and discuss solutions. You can share ideas to add to the table above.

