

An Analysis of Team Management during Conference Organisation

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Zásady pro vypracování:

Úvod

Teoretická část

Proveďte výzkum literárních zdrojů týkajících se problematiky týmové práce.

Analytická část

Analyzujte činnost organizačních týmů ve vztahu se zkoumanou teorií.

Na základě analyzovaných prvků zhodnoťte činnost organizačních týmů.

Závěr

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Tjosvold, Dean. 1991. Team Organization : An Enduring Competitive Advantage. New York: Willey.
Mears, Peter, and Frank Voehl. 1994. Team Building : A Structured Learning Approach. Delray Beach: St. Lucie Press.
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ABSTRAKT

Má bakalářská práce se zabývá problematikou užití a přenosu teoretických poznatků z oblasti týmového managementu do praxe. Teoretická část mé práce shrnuje teoretické poznatky týmového managementu vyučované na vysokých školách. Dále se zabývá problematikou porad a jejich vedením. V praktické části jsou analyzovány nabyté poznatky z účasti v organizačních týmech konferencí. Dále je zkoumáno vlastní složení týmů a porady.

Klíčová slova: týmový management, tým, tvorba týmu, členové týmu, porady, vedoucí týmu

ABSTRACT

My Bachelor thesis deals with issues of usage and transmission of theoretical knowledge of the team management into practise. Theoretical part of my thesis summarizes the theoretical knowledge of team management taught at universities. Also it deals with issues of meetings and its leadership. Findings gained during my participation in organisational teams of conferences are analyzed in practical part of my thesis. Team composition itself and meetings are studied next.

Keywords: team management, team, team creation, members of the team, meetings, team leader

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INTRODUCTION

The aim of this thesis is to find out how much is the theoretical knowledge from the field of team management transferred and used in practise. In recent years more and more companies concentrated their effort to creation of the teams but without the knowledge what the team means. My decision about the topic of this work was confirmed when I got an opportunity to participate as a member in organisational teams of two international conferences. I felt this opportunity as a great chance to verify if theoretical knowledge concentrating on team management is used in real situations of conference preparations.

Theoretical part of the thesis focuses on definition of team management, what the team itself means and how to create effective team according to the theory. Further I briefly introduce the study of Dr. Meredith Belbin. He identified separate clusters of behaviour and formed distinct team contributions. Next I try to summarize theoretical findings about how to organize meetings. Last section of the theoretical part will be focused on a leader and effective leadership.

Nowadays more and more is said that time is money. It is quite important to devote all working time to the work itself and not waste time by unnecessary lengthy meetings.

The practical analysis researches with the assistance of questionnaires and observations if taught theoretical knowledge is used in real situations of conference organization. The aim of practical part is to analyze behaviour of individual team members according to team objectives and if the organisational team functions as a real team. Furthermore the analysis of meetings will show their efficiency.

Last but not least, I mention my recommendations how to make team members more efficient in their work together with their feeling of satisfaction from their work.

I. THEORY

1 TEAM MANAGEMENT

“More emphasis began to be put on team work in the nineteen seventies when, due to internationalised competition, requirements increased on the performance of business organisations. The effort was, and still is, to establish more efficient organisations on team concept principles.

The term team itself doesn't have a unique definition; rather, it describes what the team does.

This is one of the reasons why the word “*team*” is used loosely – often as a synonym of the words “*group*” or “*collective*”. As we will state further below, the terms team and group are different. This difference mainly consists of the perception of mission or objective of a team, as well as in the relationships between its members, the possibilities of common substitutability, a willingness to collaborate, the trustworthiness of communication, etc” (Porvazník, Ladová and Rajošová 2008, 159 - 160).

1.1 The Principle and Meaning of Team Work

At the beginning it is important to distinguish differences between *teams* and *work groups*. Main difference between *a team* and *a work group* is that individual team members complement one another by their contributions, while in the work group its members are largely interchangeable (Hayes 2005, 58).

The team is characterized by cooperating people. They have joint mission and time limited goals. They use their professional skills and abilities. They accept mutual responsibility.

An efficient team has informal atmosphere. There are lot of discussions, each member can initiatively express himself and the team goal is well determined. The team understand this goal and accept it. Team members listen mutually. They cooperatively find solutions. The team communication is on high level. Criticism is accepted, but it is straight and polite. Team members can express their opinions and feelings to problems and collective team methods independently (Horváthová 2008, 116 - 117).

We can view the English word TEAM as acronym of words Together Everybody Achieve More (Kolajová 2006, 12).

“The working team is a certain, rather small number of people (usually 3-8 members) with complementary capabilities, qualities, knowledge and skills that is established with the intention of solving certain more complex projects, tasks or problems. Teams are currently the basic working units in organisations and the success of the projects, organisations and

the parts thereof depends on them. The success of a team depends on the competence of the individuals, i.e. members forming it - but also on other facts, listed below:

- On the principles and methods of team creation.
- On the principles and methods used in team management and also on the competence of the team leader.

The high performance of the team is conditional on the competence of each member, namely:

- Their personality (or social qualities)
- Their personal knowledge
- Their professional (i.e. practical) skills - i.e. their ability to work as a team member

The qualities, knowledge and skills of each individual team member are different and are interconnected by a common problem (task or project).

In addition to the fulfilment of a common goal, the mission of the team is also:

- To work and function as a common unit.
- To create space for the use and self-realisation of each member of the work group” (Porvazník, Ladová and Rajošová 2008, 160).

Basic elements of team work are good relationship in the workplace, trust, openness, mutual respect, honesty, fixed stability of reactions, so called “good cooperation climate”. Especially trust has great influence on members’ satisfaction. If needed truth is broken it is very hard to re-establish it.

It is very important to talk about all problems, misunderstandings, differences, dissatisfactions etc. to maintain the truth (Horváthová 2008, 119).

Creative combination of effort and potential of particular members is the basis of team work at achieving the mutual goal. There is mutual inspiration of individuals and thus grow the team performance (Horváthová 2008, 173).

1.2 Team Work Principles

“A real team, unlike a classical working group, is created by people whose capabilities are complementary and who are involved in the common intention and objectives they bear the responsibility for. Among the principles governing a team's work are:

- A clear and exalting objective.
- A result-oriented structure of activities.
- Complementary competence of its members.
- A common sense of engagement.

- An atmosphere of collaboration and creativity.
- External support and recognition.
- Competent management and a joint share in the management process.
- Individual and joint responsibility.
- The identification of all of the team members with the objective.
- Active and creative task-solving during joint meetings.
- An atmosphere of trust and trustworthiness among the team members.
- Efficient communication and motivation, etc.

Team members are mainly:

- Aware of their consistency and they understand that the easiest way of achieving their personal and team objectives is through mutual support; they don't waste time fighting for positions or personal benefit to the prejudice of the others.
- Those who identify with their work and working group because they are devoted to the objectives they help to achieve.
- Those who contribute to the success of their organisation, each contributing their unique talent and knowledge.
- Those who work in an atmosphere of confidence that inspires the open expression of opinions, ideas, disagreement or other behaviour. Questions are welcomed.
- Those who use open and fair communication; they try to understand each others opinions and standpoints.
- Where the team encourages them to develop what they know directly in the workplace” (Porvazník, Ladová and Rajošová 2008, 161).

Characteristic features	The Work Group	High-performing Team
Regarding the interests of the members	Regarding the interests of the majority	Everybody sticks together
Regarding the goals	About the diversity of goals	Everybody focuses on the same goal
The priorities	The superiority of self-interest over group-membership	Team-membership is of the highest importance
The organization	Organization is casual	Clear, firm and binding organization
The motivation	Motivation comes from the	Motivation comes from

	outside (You just have to...)	within (You just want to...)
The competition among the members	Individuals compete among themselves	Competition is aimed outwards
Communication	Communication is partly secret, partly straightforward	The information process and feedback is explicit
Mutual trust	Mutual trust within a group is usually sporadic	Strong trust among the members of the team

Table no.1: Differences between the group and the team (Horváthová 2008, 14)

1.3 Creation of the Team

Professional literature claims five to eleven members to be the optimal and seven to be the ideal number of members (seven is considered a generally accepted limit for marginal effectivity of a team). A team should have as many members as necessary in order to include individuals possessing required knowledge, skills and experience, to be easily manageable and for the size to allow fluent transmission of information, communication among members (Horváthová 2008, 40).

“Team creation is a complex managerial problem with many organisational, economical, psychological, and other social manifestations. The opinions, attitudes and visions of people about what is right and what is not, what leads to success, what is tolerable and what is punishable, what is the right function of the team, if its leader is competent, etc., all mean issues that can be covered by the term the "organisational culture" represent important factors for the creation and overall success of the work of teams” (Porvazník, Ladová and Rajošová 2008, 163 - 164).

“The creation of teams should be preceded by an assessment of the overall atmosphere and culture for the anticipated team work.

Teams can't solve any task; especially not those tasks belonging to the obligations, authorities and responsibilities of the manager, like the division of a special bonus among the employees.

Every team consists of a certain number of individuals and the result of their activities depends on the effort of every member. The influence of various team characteristics on the results can be observed from various viewpoints. The quantitative aspect is denoted as *group structure*, the qualitative aspect of teams is included in the term *group dynamic*” (Porvazník, Ladová and Rajošová 2008, 164).

The right structure is the precondition of successful running team. It is required to determine:

- on what particular members the team will be composed
- who will be the leader
- required members qualification
- required members personality traits
- team roles of particular team members
- size of the team, the number of members it will have (Horváthová 2008, 39)

1.3.1 Members of the Team

“*Selection of team members* should be based on the knowledge and assessment of the level of the individual competence characteristics of the potential members, and especially on:

- Their personality qualities
- Their professional knowledge
- Their practical skills

It is generally known that there are certain requirements on team members in the form of certain standards for every profession that should be represented in a team. The underestimation of any of the characteristics during the creation of a working group can have an influence on the effectiveness of group members' results or willingness to collaborate, on their attainments in the solution of the professional aspects of problems, or on turning the acquired results into a practical form” (Porvazník, Ladová and Rajošová 2008, 166).

“Menedith Belbin is generally considered to be the founder of the theory of team positions or roles. He is known as the author of a questionnaire that consists of seven questions where each of them contains 8 affirmations. These affirmations represent 8 approaches to behaviour in teams according to Belbin's 8 Roles” (Porvazník, Ladová and Rajošová 2008, 167).

Eight-component Meredith Belbin team role model:

- The Planter
- The Shaper
- The Monitor-evaluator
- The Resource investigator
- The Implementer

- The Completer-finisher
- The Team worker
- The Coordinator (Plamínek 2009, 47 – 49)

Description and possible weaknesses of particular roles:

- *The Planter*
 - o Creative, unorthodox, innovative. He solves difficult complex problems. He comes with an idea.
 - o He ignores details. Clear and effective communication can be a problem for him.
- *The Shaper*
 - o He puts challenges in front of the other. He is dynamic, competitive, pushing other to the performance. He is not afraid to pressurize the team.
 - o He can irritate the other, provoke them. He can evoke strong emotions.
- *The Monitor-evaluator*
 - o He is serious, practical, experienced. He is able to assess the quality of the work well, accurate judge.
 - o He has rather small ability to motivate, fascinate and inspire. He is mostly critical.
- *The Resource investigator*
 - o He is extrovert, enthusiastic and very communicative. He finds opportunities, develops and builds contacts and links.
 - o Up to uncritically enthusiastic and optimistic. If something is boring for him, his interest will subside.
- *The Implementer*
 - o He introduces new ideas and approaches. He is disciplined, trustworthy, fair and conservative.
 - o He may be a bit less flexible. He responds to new opportunities slowly.
- *The Completer-finisher*
 - o He devotes a lot of effort and attention to the work, he is careful. He try to avoid errors and unauthorized actions. He expresses himself exactly and he tends to save the situation.
 - o He tends to grind more than necessary. He refuses to delegate. He devotes much attention to unimportant details and subsidiarities.
- *The Team worker*

- He cooperates with the other. He is gentle, diplomat, listens, builds, he does not like friction.
- He can be easily influenced in the opinions and attitudes. Indecisive.
- *The Coordinator*
 - A person with common sense, practitioner, healthy self-confident, moderator. He clarifies and defines goals. He helps to make decisions, delegates well.
 - He may be perceived as a manipulator. He may not always be popular because he divides and delegates other work (Stuchlík 2008, 37).

“**The creation of a team** is composed of several steps:

- One must establish information about the requirements on team members.
- One must acquire information about its potential members on the basis of applications, questionnaires or prior work results.
- One must hold personal and informal discussions whose objective is to complete any missing, and especially personal information.
- One must evaluate the information; and in case of necessity, also use psycho-diagnostic checks.
- One must prepare decisions and decide about the incorporation of team members.

Adaptation for work in a team is a specific verification process in which it is necessary to manage not only the professional but also psycho-social tasks” (Porvazník, Ladová and Rajošová 2008, 167).

2 MEETINGS

We can understand the term meeting as a gathering of people who have one common achievable goal (Wieke 2006, 15).

How hold the meeting effectively:

- be carefully prepared
- schedule the programme of the meeting
- drawn up programme in written form
- clear idea about the goal of the meeting
- follow the time schedule
- call meetings as often as necessary
- distribute materials to all participating members in advance
- record the progress of the meeting (because of the reason backward checking of arranged tasks)
- everybody can express its attitude but without wasting time
- choose appropriate premises

Which mistakes should we do:

- meeting is the monologue of the leader
- meeting is used for criticism before creative talks
- digressing from the topic of the meeting
- cut in on somebody's talk, unclear, quiet voice
- unsuitable chosen premises (noise, bad light, airless ...)
- leaving the meeting due to calls, ringing mobiles (Horváthová 2008, 106 - 107)

2.1 Initial Group Meeting

“The objective of the first group meeting is to begin the process of developing trust and a working relationship with the team members. The team will have to appoint an initial leader, and the leader might well begin the discussion by explaining the main objective: to get the group working together as a team. One way to accomplish this is to encourage group members to share their feelings about the group itself. Included in this discussion would be the general characteristics of an effective team” (Mears and Voehl 1994, 83).

2.2 Phases of the Meeting

“There are four major phases in conducting a meeting. All team members must understand what is expected of them in each of the following phases: before the meeting, during the

meeting, after the meeting but before the team leaves, and after the meeting and the team has left” (Mears and Voehl 1994, 149).

2.2.1 Phase before the Meeting

Before the meeting can be arranged several important topics.

Main topic of discussion – It is important to correctly choose topics included in the program meeting.

Goals – The goal should be above all clear, comprehensive and assessable.

Participants – With regard to the main topic and goals, it is necessary to choose the appropriate group of participants.

Place – It is necessary to predetermine and secure the place of meeting.

Time – For participants of the meeting it is desirable to know not only the date and hour of beginning meeting, but also data on its end. Even it is possible to determine that the meeting will not end before discussing of some topic or setting specific goals.

Equipment – If some equipment is needed, it must be available at the place of meeting in the specified time.

Roles – With regards to the progress of the meeting we can divide the specific roles among the participants of the meeting (this topic is more thoroughly discussed in chapter 3.2 The Roles of Persons at the Meeting).

Schedule – This involves identifying an order of discussed topics and creation of a timetable.

Invitations – For practical purposes, it is better when the invitation has written form (letter or e-mail). Participants of the meeting can see repeatedly the invitation and they can make preparation for the meeting (Plamínek 2007, 72 - 74).

2.2.2 Phase during the Meeting

After the beginning section of the meeting, when introductions of individual participants are done starts the main part of the meeting. Main topics are discussed and goals are distributed among members of the team according to created schedule and timetable (Plamínek 2007, 75 - 78).

2.2.3 Meeting Conclusion Phase

Usually is suitable to mention again why the meeting was arranged. At the end of the meeting is necessity to review, what was agreed during the meeting. It is important to

summarize conclusions and remind the goals of individual participants. In the end is appropriate to thank the participants for their participation (Plamínek 2007, 79 - 80).

2.2.4 Phase after the Meeting

Meeting record and implementation plan has to be sent to individual participants of the meeting. Individual members of the team put their goals into the practise (Plamínek 2007, 80 - 81).

2.3 Problems of Meetings in Team Work

“We can consider everything that prevents a meeting from taking place or from fulfilling its purpose (i.e. programme) as being destructive elements in the leadership of meetings” (Porvazník, Ladová and Rajošová 2008, 173).

“Typical problems of meetings (i.e. destructive elements) are for instance the following:

- The meeting doesn't have an agenda.
- The meeting is attended by so many people that a lot of other work stagnates.
- The meeting takes place on a regular basis, according to a plan - even if there is nothing to solve.
- Meetings that never begin or finish on time.
- Only one person dominates the meeting, the word is not passed to anybody else.
- One or two people don't want to talk.
- People lose interest.
- Discussion jumps from one topic to another.
- Too many issues - in the end, nothing is done.
- After the meeting is over, nobody knows what to do or by when to do it.

If we want meetings to be effective, we must make sure that we suppress the destructive elements that disrupt them and replace them by constructive ones that will not allow the course of the meeting to slip away from the agenda and will secure its necessary and timely conclusion” (Porvazník, Ladová and Rajošová 2008, 174).

3 THE LEADER AND THE LEADERSHIP OF TEAM MEETINGS

The leader has essential influence on the efficiency of the team. Of course it depends on his personality. The effective team leader should be able to:

- encourage other members to do their tasks
- support, develop and regulate team discussion
- motivate appropriately particular members at their activities
- create positive atmosphere
- communicate very high
- set confidential climate among members of the team
- encourage particular members to efficient performance and cooperation
- recognize needs and interests of particular members
- adjust potential conflicts inside of the team (Horváthová 2008, 62)

3.1 Rules of the Effective Leadership

“The rules for the effective leadership of team meetings can be divided into three groups:

- a) Rules for the preparation of meetings
 1. The definite and timely setting of the meeting agenda.
 2. The precise definition of the time and place of the meeting.
 3. The corresponding identification of the meeting's participants.
 4. The preparation and timely delivery of the materials to be negotiated.
 5. The specification of the priority point(s) of the meeting.
 6. The creation of the appropriate conditions for the preparation of the meeting's participants for the agenda to be negotiated.
- b) Rules to secure the effective course of meetings
 1. Assure the undisturbed course of the meeting, by means of the division of tasks among the participants.
 2. Ensure the checking of the fulfilment of tasks set at the previous meeting.
 3. Specify the estimated length of the meeting from the very beginning.
 4. Clarify the way of adoption of conclusions (decisions) at the beginning of the discussion about the meeting agenda as such.
 5. Create the necessary conditions for the openness of the discussion of individual points on the agenda, including the written materials.

6. Lead the meeting effectively, depending on the importance of the negotiated points, and ask the participants to participate in submitting proposals for the conclusions of the meeting.
 7. Motivate the participants to formulate brief, clear and relevant attitudes to the points being negotiated.
 8. Keep to the rules of psychological hygiene and if necessary, organise breaks and provide refreshment.
- c) Rules for the adoption of conclusions from meetings
1. Prepare the minutes of the meeting, which will include - if necessary, records of the standpoints of participants to the points being negotiated.
 2. Clearly formulate the conclusions (decisions) adopted, and specify responsibilities for tasks and their time of fulfilment (deadlines).
 3. Create an attendance list or assure the citation of participants in the list.
 4. Specify the next meeting's date as a part of the conclusions or, in the case of regular meetings, at the beginning of the next financial or functional period.
 5. Secure the timely creation and verification of the minutes and conclusions from the meeting.
 6. Set up a distribution list of whom the minutes shall be sent to and ensure its timely distribution” (Porvazník, Ladová and Rajošová 2008, 176).

3.2 The Roles of Persons at the Meeting

To ensure effective consultation, particular roles must be divided among the individual participants (Kemp 1996, 55).

“It is possible to define at least 6 roles or tasks it is necessary to divide - formally or informally, among the participants: i.e. the initiator, the minute clerk, the protocol clerk, and the time clerk, and participant, observer” (Porvazník, Ladová and Rajošová 2008, 177).

- *The Initiator*
 - o Is the management subject who calls and leads the meeting, adopts the conclusions and verifies the minutes.
- *The Minute Clerk*
 - o Records the key ideas and standpoints the participants ask to have recorded in the conclusions.
- *The Protocol Clerk*

- Records the decisions and is liable for the timely distribution of the minutes.
- *The Time Clerk*
 - Monitors the time and course of the points being negotiated and the discussion. They ensure that people keep to the time set for individual points on the agenda.
- *A Participant*
 - Supports those performing certain tasks, expresses their opinions and standpoints, submits proposals, and provides information. The participant of a meeting is everybody regardless of what function in the meeting they have. Can, but need not participate in the meeting.
- *An Observer*
 - They assess the positives and negatives of its preparation and its course, and make proposals to the participants as to what can be improved. The meeting initiator can entrust one of the participants with the task of observer.”

(Porvazník, Ladová and Rajošová 2008, 177 - 178)

3.3 Methods to effective Meetings

“If meetings are to be effective, their leaders must use appropriate methods and approaches. Among these are:

- Brainstorming
- Think tanks” (Porvazník, Ladová and Rajošová 2008, 179)

Brainstorming has to stimulate the creative energy of the particular participants and encourage them to maximize the number of solutions. This method is based on the assumption that team members together can think of more ideas than individuals themselves (Bělohávek 2008, 72).

“The principles used by this method should be focused on:

- The suppression of criticism
- Mutual inspiration
- The unblocking of fantasy
- The equality of the participants
- The provision of the greatest number of opportunities possible” (Porvazník, Ladová and Rajošová 2008, 179).

The benefits of brainstorming:

- gaining of maximum thoughts in a short time

- brings unusual suggestions of solution
- involves less active or diffident participants of the meeting (Bischof and Bischof 2003, 62)

“The second method, *think tanks*, is based on the differing knowledge and experience of the participants. The information and ideas of people from varying professions are used through the application of this method” (Porvazník, Ladová and Rajošová 2008, 179).

II. ANALYSIS

4 THE 40TH ANNUAL WMTS CONGRESS & CHAMPIONSHIP

World Medical Tennis Society holds its congress and tennis championship every year since 1971. This event is place where medical knowledge and experiences are lectured and simultaneously participants enjoying tennis tournament.

The 40th Annual WMTS Congress & Championship was held in Banská Bystrica, at Hotel Dixon ***** in Slovakia. I was a member of organisational team from August 26 to September 4, 2010.

4.1 Used Team Work Principles

From mentioned team work principles in theoretical part of this study I can testify that organisational team of the congress had clear objective. This objective was thriving course of the congress and its successful end. It could sound as quite wide objective. But through the congress this main objective was divided to smaller tasks, which had to be solved every day.

If we will focus on members of organisational team, only part of members had complementary competence and this fact led occasionally to problems. Less competent members had to solve these problems with their more competent colleagues.

General atmosphere was creative and there was visible cooperation of all members. This was mainly visible at meetings where particular members complemented each other in problem solving.

Focusing on the question of external support and recognition there are two independent points of view. Firstly, from the view of proprietor and managing director rolled into one. He was discontented with most of our work and words of praise were hardly ever heard from him. Second view on our organisation was the view of congress participants. They were satisfied and pleased by our work. This fact brought feeling of recognition on organisational team too and all team felt that its work is worthwhile.

Organisational team management was competent in a majority of decisions. But particular team members had to discuss their decisions with the organisational team leader.

From responsibility point of view particular members had their own individual responsibility for their tasks and whole team had joint responsibility for whole run of the congress.

During the whole run of the congress all organisational team members were went along with the main objective of the team. Main objective was successful run of the congress and all members of the team do their best to achieve this objective.

During joint meetings there was visible creative task-solving and active discussion between the team members.

Among the team members there was great sense of trustworthiness as well as efficient communication and mutual motivation among members.

On the basis of gained observation and experience mentioned above I dare say that this team which took care about the run of the congress is the real team according to definition of the team aforesaid. Of course there are some questionable principles which are not completely observed. On the other hand majority of these theoretical principles are fulfilled.

4.2 Analysis of created Team and its Members

The creation of the team was not preceded by long selection of particular members. Part of the team was composed by hotel staff. These employees working in a hotel congress centre department. From that reason we can expect that they have required qualification. These people rather represented working group. Tasks were delegated to individual employees and they fulfilled orders of their leader. In the preparative phase of the congress, the organisational team was composed of three people. Their main work was confirmation of submitted applications and creation of participant register.

Before the congress started, this team of three people was enlarged to another six members. It was part of their praxis for university.

Because the team management was composed of a leader and a co-leader I decided that I will analyze only the leader and remaining seven team members.

4.2.1 Professional Knowledge of the Team Members

With focus on professional knowledge all eight members of the organisational team has required knowledge in managerial field. Two members were already employees of the hotel congress centre department thus their knowledge and skills are obvious. Other six members were working there as a part of their university praxis. They had theoretical knowledge from economical, managerial and psychological fields gained at the university.

4.2.2 Personality Qualities of the Team Members

Personality traits and abilities of the particular members would be analyzed here. Leading abilities will be mentioned below. According to the “*Do you use common sense in stressful situations?*” questionnaire firstly was analyzed ability of working under pressure.

Second evaluation is based on the questionnaire which helps to determine if the person is suitable to work in the team.

Third classification is based on the Belbin's Preferred Team Profile Self-assessment Questionnaire. Persons are evaluated in relation to the theory of team roles.

Participant no. 1

In consideration of filling in the questionnaire "*Do you use common sense in stressful situations?*" this person has great abilities to work under pressure. This member of organisational team gained 27 points of 30 possible. This result could indicate brilliant abilities in problem solving. This result could be probably influenced by rich working experiences of this person.

Obtained amount of 40 points of 72 possible in the questionnaire "*Are you a team player or a soloist?*" rate this person among people who are considered as team players rather than soloists. Advice that this member might be a good leader is confirmed, because Participant no. 1 was authorized as organisational team leader. This person is aware of importance to unify work endeavour in order to reach the established goals. According to real situations and observations consideration that this person approaches responsibility conscientiously is right.

From the point of view of Belbin's team role questionnaire Participant no. 1 holds the role of the Implementer. So he is able to organize very complicated projects. His work is systematic and he is good in paperwork. All these faculties were checked during the preparations for the congress.

Participant no. 2

Obtaining of 16 points of 30 possible in the questionnaire "*Do you use common sense in stressful situations?*" indicates that Participant no. 2 has ability to use the sense in problem solving, but this person unnecessarily complicates solutions. This fact could be caused by the youthfulness of this person and by insufficient amount of work practice.

Reaching the 51 points of 72 possible in the questionnaire "*Are you a team player or a soloist?*" putting this person into category of people considered as real team players. This person might to try being a little bit more ambitious in the team if it will go in hand with his life goals. From observations I can confirm that nothing was a problem for this person and he did everything to fulfil the purpose of the team.

Position of the real team player was even confirmed because of Belbin's team role questionnaire. Result of this questionnaire is that Participant no. 2 is a Team worker. He represents the basic element of the team.

Participant no. 3

The first questionnaire “*Do you use common sense in stressful situations?*” with the result of 27 points of 30 possible signifies that Participant no. 3 will never lose his head. But from observations I have to state that in escalated situations this member of the team started to be quite unsure and helpless. This could be improved by growing of work practice.

In the questionnaire “*Are you a team player or a soloist?*” Participant no. 3 achieved evaluation of 39 points of 72 possible. That means that this person has abilities to work in the team but he is also a bit oriented into individuality. She has great abilities to reach established objectives. Observations exposed that in situations which provided no time to decision making, this team member acted individually.

Belbin’s team role questionnaire marks this person as a Shaper and an Implementer. Focusing on mentioned qualities of the shaper, this questionnaire confirms the result of the “*Do you use common sense in stressful situations?*” questionnaire. According to the shaper abilities this person should be able to succeed under pressure and is able to transform the ideas into the reality. Personality of the implementer marks that Participant no. 3 again the ability of transformation of the ideas into the reality. This member will work systematically but the problem could be with the assimilation to new opportunities. Observations proved that statement of systematic work.

Participant no. 4

This Participant gained only 14 points of 30 possible in the “*Do you use common sense in stressful situations?*” questionnaire. According to the questionnaire evaluation this indicates that this person is empathetic and sensitive. He can feel a bit unease and anxiety in difficult situations. These claims were quite visible during the observation.

From the point of view of the second questionnaire “*Are you a team player or a soloist?*” which result was 33 points of 72 possible this person could be good team player and individualist at the same time. It would depend on the situation and on the circumstances. Member has approach of conscientiously responsibility and potential to be a good leader. These fact were confirmed when this person had to solve some less difficult problem. On the other hand when complicated problem occurred, he was not able to react as fast as was needed.

Belbin’s team role questionnaire sets him into personality of a Monitor-evaluator and an Implementer. He is able to think strategically. His other personal qualities are practical point of view and seriousness. His biggest weakness is fact that he is mostly critical. This

was also confirmed by observations. He lacked the positive thinking during the solution of complicated problems and he seemed quite uneasy.

Participant no. 5

This Participant could have unnecessarily complicated solutions instead of simple ones in view of the fact that Participant reached 21 points of 30 possible in the “*Do you use common sense in stressful situations?*” questionnaire. In real situations of congress she looked quite tentative and nervous so her behaviour does not correspond with results of this questionnaire.

Obtaining of 36 points of 72 possible in “*Are you a team player or a soloist?*” questionnaire tells about Participant no. 5 that he is also team player with some individualistic aspects. In relation to observation, these abilities could probably grow up during gaining more professional experiences and practice. This member is quite dubious so far.

Belbin’s team role questionnaire says that this person is an Implementer and a Team worker. Abilities of the implementer as systematic work, good paperwork as well as weaknesses (less flexible) were discovered by observation. Participant no. 5 did his tasks well, but in the case of quick change, he became upset. Behaviour of team worker as moral, optimistic manners and cooperation with the other was the order of the day.

Participant no. 6

Result of the questionnaire “*Do you use common sense in stressful situations?*” says that this person will never lose his head. Participant no. 6 obtained 26 points of 30 possible and this claims rationality and great ability of solving any occurred problem. In real situations this member had no troubles with any occurred problem.

Again “*Are you a team player or a soloist?*” questionnaire figured this person as a team player with abilities of individualist. Real situations which appeared during the congress showed that this person is able to work as a team member as well as solve problems without advices of their colleagues.

From the view of Belbin’s team role questionnaire Participant no. 6 has wide variety of team role abilities. This person is a Shaper, a Resource investigator and slightly Coordinator rolled into one. This person is dynamic and succeeds under pressure because of the shaper characteristic. Onwards due to characteristic of the resource investigator this team member is extrovert, enthusiastic and very communicative. Strengths of the coordinator are common sense, practitioner and self-confident person. All these features

were seen well during all their work. Participant had the certitude in every task he received.

Participant no. 7

This team member sometimes tried to solve problems in a complicated way and it was not necessary. After the filling in the questionnaire “*Do you use common sense in stressful situations?*” result of 23 points of 30 possible confirmed this behaviour.

Observed abilities to work in the team and independent decision making simultaneously were confirmed by the questionnaire “*Are you a team player or a soloist?*” where Participant no. 7 gained 39 points of 72 possible.

According to Belbin’s team role questionnaire this person has characteristic of a Planter. Planter is creative and effortless. He is able to manage big problems and make suggestions of their solutions. These criteria were difficult to verify because all tasks were given. Creativity was seen due to seeking of possible solutions.

Participant no. 8

Participant no. 8 was greatly concentrated on their tasks. Rational behaviour was supported by high intellect in the solutions of this person. All these facts emphasizes the result of the “*Do you use common sense in stressful situations?*” questionnaire where was score 25 points of 30 possible.

Questionnaire “*Are you a team player or a soloist?*” confirmed that was visible during the observations. Facts that this person is able to collaborate with others in the team resulted from observations just like from results of the questionnaire.

This participant unfortunately did not fill in the Belbin’s team role questionnaire.

4.2.3 Practical Skills of the Team Members

With regard to section 4.2.1 Professional Knowledge of the Team Members only two team members have had already practical skills in organising of conferences and congresses.

Other six team members had only theoretical knowledge and they verified their knowledge in real situations as they participated there as a part of their university praxis.

4.3 Communication among the Team Members

The most common methods of communication are:

- verbal
 - o face to face communication
 - o communication through telephone/mobile

- written
 - o correspondence
 - o e-mails
 - o icq
 - o social networks

Before the organisational team was created, communication was realized strictly via e-mails. This communication covered mainly topics about the time of arrival to the hotel and about team member requirements and conditions.

Since the team was composed communication had mainly face to face character (e.g. meetings, consultations etc.). Sometimes mobile phones were used.

All team members were familiar with all used methods and nobody had problem with the usage of these communication methods during their work.

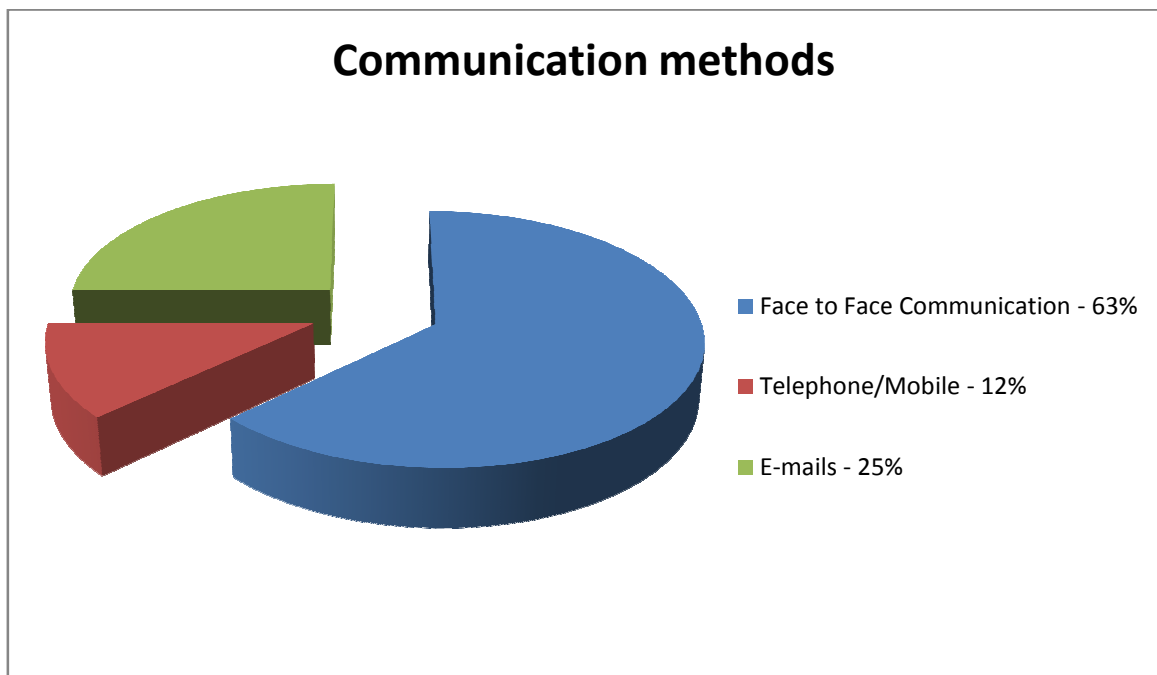


Figure no.1: Used Communication Methods during The 40th Annual WMTS Congress & Championship (own source)

4.4 Meetings

Initial group meeting was well prepared. Team leader introduced themselves and other important employees of the hotel. Our main objective was announced and schedule of the congress was outlined. Whole plan of the meeting, including alternative plan relating to the case of bad weather and moving the tennis matches to the indoor courts was discussed. Because majority of the organisational team was composed from students of one branch of

study, they know each other and the whole team shared feelings about itself. This group of people worked together as the team from its beginning.

Discussing phases of the meeting I have to state that every meeting had well prepared “before meeting phase”. All members were informed in time about the place, time and schedule of each meeting. And even further phases of meeting passed according to theoretical knowledge. Due to the short length of the meeting no records were made.

4.4.1 Efficiency

Meetings of organisational team did not have big topics to discuss. So their preparation was not so difficult and lengthy. Meeting functioned as short discussion about the next day of the congress. Daily tasks were delegated to the individual team members. Alternatively questions about organization of the next day were debated with the team leader.

4.4.2 Questionable Points

Meetings were rather of short character so there was not much space for any mistakes.

4.5 Analysis of the Leader and the Leadership

Analysis of the team leader behaviour was made using the “*Would I be a zealous boss, or a cautious one?*” questionnaire.

According to the questionnaire “*Would I be a zealous boss, or a cautious one?*” Participant no. 1 who was a team leader is Boss – a mediator. Their main characteristics are a personal predisposition for leading people, knowledge how to utilize members’ ideas and knowledge how to improvise during a crisis. Last mentioned characteristic was greatly visible when the weather got worse during the tennis matches and because matches had to be kept in its original state, quick launch of alternative plan was needed. Team leader did not lose their head and everything went well according to circumstances.

Focusing on the leadership of the meetings as I analysed them as stated above, leader prepared them precisely and led them effectively. Particular roles were not divided among the individual participants because of the length of the meeting. Meeting were short and this division of roles was not necessary.

5 THEORIES AND PRACTICE SECOND ANNUAL INTERNATIONAL CONFERENCE IN ENGLISH AND AMERICAN STUDIES

The Department of English and American Studies in the Faculty of Humanities under the auspices of the Governor of the Zlín Region and the Dean of Faculty of Humanities organized second annual conference in English and American Studies between September 7 and September 8, 2010.

Organisation of the conference was carried out by students of Faculty of Humanities. They did this work as their university internship. I attended as a member of the organisational team.

5.1 Used Team Work Principles

Theoretical part of this work mentions team work principles which should be kept. The first principle is that a team should have a clear objective. Main objective of the organisational team was already said on the first informational meeting. Because of this fact the principle of clear objective was satisfied.

Concentrating on particular members of the team their competences were almost the same. All members of the team have the same education. Due to this fact each team member could stand in the work position of another team member.

Organisational team was composed from students of one branch of study. All members know each other and this is big advantage for feeling that they all stands for one team and this feeling supported the idea of collaboration and creativity to achieving the main objective.

External support and recognition was one of the main motivating elements for all team members. External support was felt especially from supervising representatives of the Department of Humanities. Recognition for team members were words of appreciation from participants of the conference.

As a representative of the competent management were supervising representatives of the Department of Humanities. The management process itself was shared across all team members. Each of them had the same decision making authority because every team member was responsible for their particular task.

Due to the fact of particular tasks of individual team members every team member had their own responsibility for their tasks but all members had joint responsibility for problem-free course of conference.

All members of the organizational team enrolled into the organizational team with familiarity with main objective. They admitted this objective and more or less they went along with the objective.

All meetings produced plenty of task solving suggestions from all team members. These observations from team meetings could validate the principle of active and creative task-solving during joint meetings.

All members were classmates and this fact supported the atmosphere of trust among the team members. In situations where particular team members know each other even before creation of the team there is guaranteed certain degree of trustworthiness among the future team members.

Efficient communication was guaranteed mostly by online e-mail communication. Team members motivated among themselves mutually. Another sign of motivation was from supervising representatives of the Department of Humanities.

5.2 Analysis of created Team and its Members

Selection procedure of team members was organized by one supervising representative of the Department of Humanities. Selection was made from registered Tomas Bata University in Zlín students of English for business administration. Student who made up the organisational team were divided into two sub-teams. First team was responsible for course of conference. The second team was in charge of catering supply. Further I will analyze the efficiency of the first mentioned team.

5.2.1 Professional Knowledge of the Team Members

Concentrating on professional knowledge of the organisational team members it is visible that they as students had not any practical training and experiences. They had only theoretical knowledge and this was their first opportunity to verify their knowledge in practice.

5.2.2 Personality Qualities of the Team Members

Just as team members of The 40th Annual WMTS Congress & Championship so members of the organisational team of Theories and Practice Second Annual International Conference in English and American studies filled in several questionnaires. First

questionnaire was focused on ability of working under pressure. Second questionnaire dealt with the question if team member is rather a team player or a soloist. The last questionnaire engaged in team role division according to the Belbin's Preferred Team Profile Self-assessment Questionnaire.

Participant no. 1

Result of 14 points of 30 possible in the questionnaire "*Do you use common sense in stressful situations?*" means according to the questionnaire evaluation that this person is empathetic and sensitive. In difficult situations this participant could be a bit uneasy and anxiety. Observations validated these claims when the Participant no. 1 was uneasy in stressful situations.

Questionnaire "*Are you a team player or a soloist?*" gave the result of 33 points of 72 possible. Evaluation of the questionnaire says that this team member could be a good team player and also an individualist at the same time. Circumstances and situation would be decisive evidently. He has a potential to be a good leader and approach of conscientiously responsibility. Observations of this person proved that less difficult problems were solved without problems. In the case of more complicated problems, Participant no. 1 did not react as fast as was possible, but despite that he solved these problems.

A Monitor-evaluator and an Implementer is the result of the Belbin's team role questionnaire. Strategic thinking is one of his advantages. He has practical point of view and seriousness. Among his weaknesses belongs critical behaviour. During the observations he seemed quite uneasy but practical point of view and strategic thinking was seen during the delegating of tasks among the team members.

Participant no. 2

According to the questionnaire "*Do you use common sense in stressful situations?*" with the result of 27 points of 30 possible Participant no. 2 has great ability to work under pressure and in stressful situations. In situations of meeting called at short notice he was not nervous at all and precisely led the discussion.

Depending on the "*Are you a team player or a soloist?*" questionnaire this person has good ambitions to be a good leader as well as he has a sense to work in team and even as an individual. Real situations confirmed that he have done a good job. He cooperated with the team and also was successful in individual acts.

Belbin's team role questionnaire sets Participant no. 2 to the role of Shaper. Advantages of this personality are dynamic character, acceptance of appeals and successions under

pressure. As stated above, result of Belbin's questionnaire again proving abilities observed in real situations of the conference.

Participant no. 3

Again questionnaire "*Do you use common sense in stressful situations?*" proved that even Participant no. 3 is able to manage stressful situations. This team member led sightseeing tour around Zlín. He managed this task well and without problems.

"*Are you a team player or a soloist?*" questionnaire and its result testified above mentioned situation. Result says that this person is suitable to work in the team but also has great sense of individuality. Team work abilities were visible at the very beginning of the conference, when participants of the conference started to arrive and this team member quickly assisted with registration of participants.

Result of the Belbin's team role questionnaire evaluates this team member as a Completer finisher and a Coordinator character. His abilities should be accuracy, usage of common sense, practitioner and self-confident. These statements were verified during his preparation of the sightseeing tour and participation in registration of guests.

Participant no. 4

Team member obtained 20 points of 30 possible in the "*Do you use common sense in stressful situations?*" questionnaire. It follows that this person has ability to use the sense in above average, but sometimes he unnecessarily complicating solutions. But observations showed that Participant no. 4 was able to solve most of the problems in simple way.

Gain of 33 points of 72 possible in the "*Are you a team player or a soloist?*" questionnaire put Participant no. 4 among team members who are good team players but also has some individual sense. Low point value can signalize that this person is rather soloist than team player. Work of this team member was rather individualistic during the preparations of the conference and during conference itself.

Participant no. 4 had sometimes unbelievable ideas and nothing was a problem. He also did not care about details. These characteristics are represented by the Belbin's team role of a Planter. Second team role which was result of the Belbin's questionnaire is the role of the Implementer. But characteristic as systematic work or good paperwork was not verified and even the statement according to the questionnaire evaluation that this person should have problems in assimilation to new opportunities is fallacious. Participant had no problem with the assimilation to new opportunities and was quite careless in paperwork.

Participant no. 5

In consideration of filling in the questionnaire “*Do you use common sense in stressful situations?*” this person has great abilities to work under pressure. He gained 28 points of 30 possible. This behaviour was satisfied in stressful situations. Participant no. 5 was always calm and relaxed.

Result of the “*Are you a team player or a soloist?*” questionnaire was 40 points of 72 possible. Result shows that this member of the organisational team is team player with approach of conscientious responsibility. Participant no. 5 always tried to do his task in the best way.

Moving ideas into reality was the main advantage of this member. He implemented difficult ideas into reality. Filling in and subsequent evaluation of the Belbin’s team role questionnaire confirmed these abilities and behaviour.

5.2.3 Practical Skills of the Team Members

As section 5.2.1 Professional Knowledge of the Team Members mentions whole team was composed from students. It is obvious that this was one of their first opportunities to gain some practical skills and also the opportunity to prove their theoretical knowledge.

5.3 Communication among the Team Members

During the formation of the organisational team firstly occurred e-mail communication between supervising representative of the Department of the Humanities and students of English for business administration. E-mail communication was kept throughout the preparations for the conference. E-mail communication and communication arranged via icq or social networks covered most of the questions which occurred after meeting or during task solving.

As regards to individual team members some of them had sometimes problems with timely reactions on e-mails. They had to be pushed via other types of communication for their answers (mostly via social networks of icq).

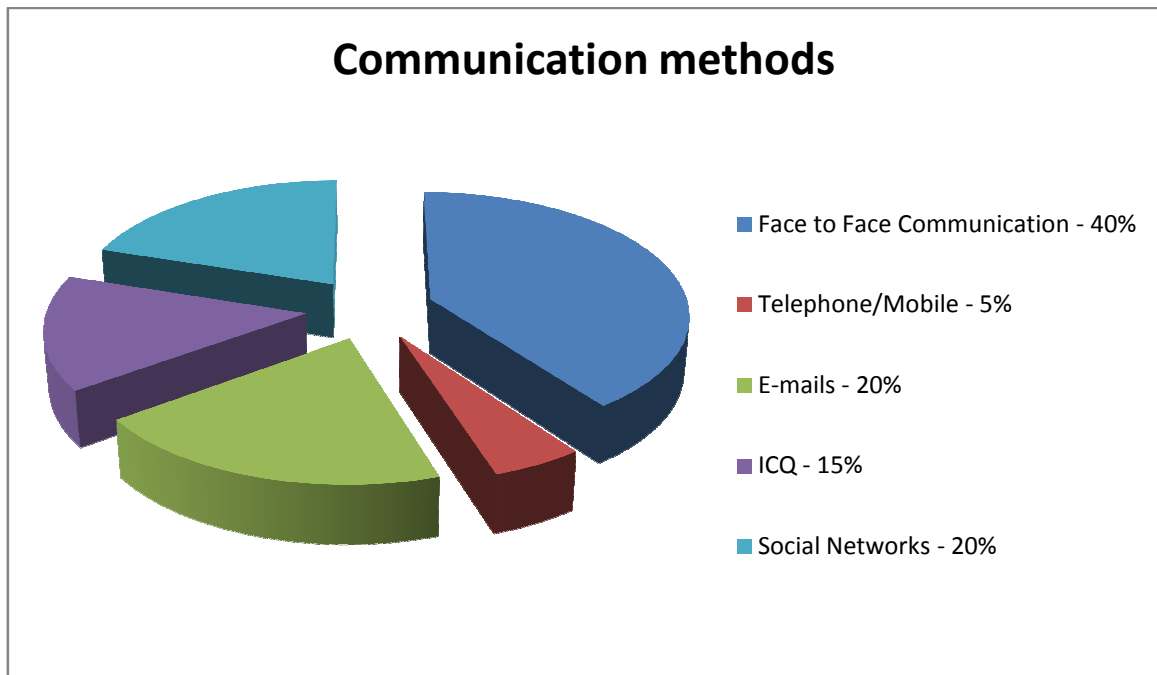


Figure no.2: Used Communication Methods during Theories and Practice Second Annual International Conference in English and American Studies (own source)

5.4 Meetings

All main meeting were held by the supervising representatives of the Department of the Humanities. Their preparation was well arranged. Whole schedule and goals of the meetings were known in advance. Also a place of the meeting was set well according to the number of participants. Records were not made by one person. Every participant made their own notes which were collected after the meeting and student's leader made final meeting record. This record was distributed among other team members.

Every phase of the meeting was more or less fulfilled. Phase before the meeting was always well prepared by the supervising representatives of the Department of the Humanities. Phase during the meeting was satisfied by successful discussing of the topics and in the end of every meeting the goals were reminded to individual participants. After the meeting the meeting record was sent to individual participants.

5.4.1 Efficiency

Efficiency of meetings could be considered as satisfying. All meetings fulfilled their purpose and brought interesting task solutions. Additional information was dealt among team members via e-mail.

5.4.2 Questionable Points

Considering the questionable points of meetings there is only one thing which could have negative impact on meetings. It is a problem with attendance to the meetings. Some participants came late to the meeting. This problem could be considered as outside influence. It was mainly problem of individual participants and meeting leader could not influence this fact.

5.5 Analysis of the Leader and the Leadership

Analysis of the leader behaviour was also made by the questionnaire “*Would I be a zealous boss, or a cautious one?*”

Participant no. 1 was a student who organised work of other members of the team and at the beginning of preparations for the conference he divided individual tasks among the team members. On the basis of this questionnaire Participant no. 1 should be a visionary boss. His characteristics are individuality, creativity and ability to inspire others. His weakness should be that he does not care too much about planning and order. Advantages described in the questionnaire were confirmed due to the observations. He was really precise in delegating tasks among the team members which were discussed at the meetings. He was creative in solutions. But on the other hand, he was also exact in matters about time schedule and time planning. Observations disproved the assertion of the questionnaire that he does not care about planning.

All final meeting records were made quickly and in a well arranged manner. This fact supports the idea of effective leadership. Everything was clearly explained at the meetings and participants did not leave confused. Because meetings were not too big as regards to the number of participants there was no need to divide particular roles at the meetings. All duties of these team roles were covered by leader of the meeting. Participants made notes which were collected and leader of students made a final record from them.

During the discussions of the particular topics, mainly the method of brainstorming was used. This method was quite natural for team members and brought plenty of ideas and solutions.

6 RECOMMENDATION

Following my analysis based on questionnaires and personal observations, now I will mention recommendations which could be useful for management of future teams. Personally I appreciate approach of team leaders to their teams. Mainly non-material motivation was used in good way. Also they tried to understand needs of particular team members. But only non-material motivation is not enough. I will try to mention more types of motivation below.

6.1 How to make team members more enthusiastic

I think there are two possible ways how to improve the work of team members. The first way is connected with the material motivation. Second method deals with application of coercive means.

6.1.1 Make Them Happier

Sometimes only non-material motivation is not enough and team leaders could consider another type of motivation. According to familiarity with team members needs team leader may choose some extra motivational bonuses. Considering the age, gender, social classification or hobbies of the particular team member the leader could award him by some extra bonus.

By now are popular these types of material motivation:

- extra pay
- free tickets to the cinema
- free tickets to the theatre
- free football or ice hockey tickets
- vouchers to the restaurant
- discount vouchers
- paintball actions
- water park permanent pass
- weekend hotel stay
- holiday vouchers etc.

The team leader could make a reward chart and according to this chart he can reward team members due to their successes. Younger team members would prefer entertaining type of bonuses, while team members with family and children would appreciate bonuses as extra pay etc.

6.1.2 Apply coercive means

Some people, especially young people could have bohemian life style. Mostly, these people are not interested in bonuses such as vouchers etc. Or maybe some people are phlegmatic, indifferent to their work. These people could work harder when they will feel from personal penalization. Most common mean of sanctions is financial recourse. But only financial recourse or things like that are not sufficient. These persons have to feel sense of loss. When they will be “in danger of their life” it could force them to work harder and fulfil their tasks in time.

This approach should be the least possible solution how to people force to the work.

CONCLUSION

The aim of this thesis was to summarize team management basic theoretical knowledge which should be used by companies in processes of formation of teams. Terms as team management, team and team principles were clarified. Companies and people responsible for formation of teams must be aware of particular principles during the selection of team members and setting the team objectives. Next important thing is to maintain certain degree of team independence, to keep team creativity. Particular team roles of study Dr. Meredith Belbin were concisely explained. Basic information how to arrange a successful meeting were summarized.

Another thing to think about is meetings and their composition. Are the meetings always necessary? Is the composition of meetings useful and aren't they only waste of time? These questions depend on team leader, the person who prepare and call meetings.

The practical part applied questionnaires and study of Meredith Belbin on particular team members of two conferences. Results together with my personal observations stated that organisational teams were well composed. All team members were able to cooperate in teams without difficulties. This could be determined by the fact, that most of the team members were students of branch of study English for business administration. They have theoretical knowledge from economical, managerial and psychological fields gained at the university so they could apply their knowledge in real situations.

Meetings were mostly arranged by experienced workers and achieved high efficiency. If some questionable points occurred they were not fault of the team leaders, but the fault of team members and their indiscipline.

I believe that I gave compact overview among team members of the organisational teams and their characteristics based on the results of questionnaires and my personal observations. Also I tried to cover meeting analysis and suggest recommendations how to improve team members' work.

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APPENDICES

P I Do you use common sense in stressful situations?

P II Are you a team player or a soloist?

P III Would I be a zealous boss, or a cautious one?

APPENDIX P I: DO YOU USE COMMON SENSE IN STRESSFUL SITUATIONS?

Instructions

Respond for each statement whether you agree or not.

Individual points add up.

1. Compared with other people I can better control myself.

Yes	1 point
No	0 points
2. I like order. When things are not in place, seize me anxiety.

Yes	0 points
No	1 point
3. Nothing is so acute that I could not think in peace, what to do.

Yes	1 point
No	0 points
4. I often rediscover that I could solve any problem if I don't run scared.

Yes	0 points
No	1 point
5. A lot of people get upset and make problems where there aren't.

Yes	1 point
No	0 points
6. Sometimes I cannot seem to affect anything in my life.

Yes	0 points
No	1 point
7. Before I make foolishness, I seek advice from others. Then I will consider carefully the next steps.

Yes	1 point
No	0 points
8. The need for rapid response completely paralyze me.

Yes	0 points
No	1 point
9. I like to solve problems that require creativity.

Yes	1 point
No	0 points

10. Emergency situations are better solved by emotion than reason.
- Yes 0 points
- No 1 point
11. I think that in the case of some natural disaster I will try to save the rest, as I can.
- Yes 1 point
- No 0 points
12. Responsibility ties me, I become fearful.
- Yes 0 points
- No 1 point
13. When I am frightened, I have black spots in front of my eyes and I cannot solve anything.
- Yes 0 points
- No 1 point
14. No porridge is eaten as hot as it is cooked.
- Yes 1 point
- No 0 points
15. I am not racking my brains over difficult problems. I wouldn't solve them anyway.
- Yes 0 points
- No 1 point
16. Each situation can be solved after due consideration.
- Yes 1 point
- No 0 points
17. I am accustomed that people turn to me for advice.
- Yes 1 point
- No 0 points
18. I will let the others influence me only when it's over, it will occur to me what I had to do.
- Yes 0 points
- No 1 point
19. It happens to me that I cannot use my knowledge when I'm upset.
- Yes 0 points
- No 1 point
20. I hate it when someone regrets, instead to reflect and organize your life.
- Yes 1 point

- | | |
|---|----------|
| No | 0 points |
| 21. While others panic, I keep cool mind. | |
| Yes | 1 point |
| No | 0 points |
| 22. I like the entertainment in which I have to strain my head. | |
| Yes | 1 point |
| No | 0 points |
| 23. Sometimes I behave as if I cannot count to five. | |
| Yes | 0 points |
| No | 1 point |
| 24. There are no impossible situations. | |
| Yes | 1 point |
| No | 0 points |
| 25. I hate changing of plans. | |
| Yes | 0 points |
| No | 1 point |
| 26. I am a pushover. Then it occurs to me. | |
| Yes | 0 points |
| No | 1 point |
| 27. I was always worth to follow my sense so far. | |
| Yes | 1 point |
| No | 0 points |
| 28. In complex situations, and I'm losing my head and I cause yconfusion. | |
| Yes | 0 points |
| No | 1 point |
| 29. People who are just looking for faults in others annoy me. | |
| Yes | 1 point |
| No | 0 points |
| 30. Tests incapacitate me, I shouldn't know normal things. | |
| Yes | 0 points |
| No | 1 point |

EVALUATION

Points 25-30

Think about your intellect

Congratulations, you probably will never lose your head. Hopefully, the outcome of your actions corresponds to it. It is possible that your rationality is influenced by very high intellect - you can see a solution where more intelligent individuals have a mess because they have several solutions on their mind.

Points 15-24

You unnecessarily complicating solutions

Your ability to use the sense is above average, you realize the pitfalls of fast and simple solutions. Keep in mind that such solutions may not always be bad.

Points 6-14

Don't decline in mind

It could be better, but the sense is not all. A bit of unease and anxiety in difficult situations may mean that you are empathetic and sensitive person accepting the complexity of the world.

Points 0-5

Start to use common sense

Don't you by chance a bundle of nerves? The stress may make panic even genius, but when you have had your mind set, start to use it more often (Test: Používáte ve stresových situacích rozum? 2008).

APPENDIX PII: ARE YOU A TEAM PLAYER OR A SOLOIST?

Instructions

List the following statements in order of preference, placing the one you agree with the most first and the one you agree with the least last. Write your answers into the evaluation table and count up your points.

1.
 - a. each team member should be managed or overseen by someone
 - b. it is more important for team members to have a clearly assigned responsibility, rather than be under supervision
 - c. forward-looking team leaders are supposed to provide such working conditions, which motivate their subordinates
 - d. a capable team leader needs to be charismatic and in result inspiring to the other members of the team
2.
 - a. a team is the most efficient, when the goals are in accordance with the individual members' needs and interests
 - b. a team is the most efficient, when its activity is properly monitored in each department
 - c. a team is the most efficient, when the goals are clearly established
 - d. a team is the most efficient, when at first, the established goals seem to be too difficult to achieve
3.
 - a. I focus all my endeavor on the fulfillment of the needs and realization of the plans of our team
 - b. I am ambitious and I spend lots of energy on becoming the team leader
 - c. an exciting challenge is one of the strongest stimuli
 - d. I want to become a manager
4.
 - a. a capable team leader helps the other team members be aware of their strengths
 - b. the most successful team leaders are not really visible when the team is working efficiently and they only intervene, when a problem occurs
 - c. a good team leader supports a friendly atmosphere in his or her team

- d. a good team leader is a catalyst of motivation
- 5.
- a. responsibility motivates both the whole teams and the individual team members
 - b. co-workers should aware of the consequences of their potential errors
 - c. work teams should never be afraid of change
 - d. colleagues should continuously evaluate and praise each other's work
- 6.
- a. I am confident that my contribution will help the team for the good
 - b. all team members should be sufficiently competent in order to be able to substitute for each other
 - c. I believe it to be of considerable importance, that my colleagues can ask for my help at any time
 - d. regular conferences are absolutely essential for objective evaluation and possible re-evaluation of the original goals

EVALUATION

Evaluation table

Cross out the corresponding cell for each of the formulations.

Group of formulations	the most apposite	apposite	less apposite	the least apposite	points
1.					
a)					
b)					
c)					
d)					
2.					
a)					
b)					
c)					
d)					
3.					
a)					
b)					

c)					
d)					
4.					
a)					
b)					
c)					
d)					
5.					
a)					
b)					
c)					
d)					
6.					
a)					
b)					
c)					
d)					
				Total:	

Fill in the corresponding number of points.

You get 3 points for each a) formulation crossed out in **the most apposite** column, 2 points in the **apposite** column, 1 point in the **less apposite** column and 0 points in the **least apposite** column.

You get 0 points for each b) formulation crossed out in **the most apposite** column, 1 point in the **apposite** column, 2 points in the **less apposite** column and 3 points in the **least apposite** column.

You get 2 points for each c) formulation crossed out in **the most apposite** column, 3 points in the **apposite** column, 1 point in the **less apposite** column and 0 points in the **least apposite** column.

You get 0 points for each d) formulation crossed out in **the most apposite** column, 1 point in the **apposite** column, 3 points in the **less apposite** column and 2 points in the **least apposite** column.

Count up your points.

48 to 72 points

Not only you fit perfectly with your team, you also know how to make others perform at their best. As a result, you could become a successful team leader, provided you are not one already.

A capable team leader needs to fully understand the team's purpose, the importance of challenges and at the same time make sure to maintain a friendly atmosphere and a sensible stance toward growth.

The best team leaders know how to create and maintain the optimal conditions necessary for team motivation.

If you are a team player and not a leader, you might want to try being a little bit more ambitious, provided it goes well in hand with your life goals.

24 to 47 points

You fit well with your team and you might make a good leader. Responsibility motivates both work groups and their individual members: you are apparently a person, who approaches responsibility conscientiously. You know how important it is to unify work endeavour in order to reach the established goals.

A team of individual members can only achieve the desired result when they all stick together.

23 points and less

It seems you prefer a soloist approach over being a team member. You therefore prefer putting your own individual approach to good use over mutual cooperation in a group as well as individual sports over team sports.

Perhaps you don't appreciate being a subordinate to somebody or even being bossed around. Perhaps you are allergic to people in managerial posts, especially when you are certain you could do their work better. Perhaps you just don't like people in authority.

The score you have reached indicates that you would prefer self-fulfillment as an independent worker, who doesn't need to be corrected or supervised at their job.

We should, however, take objective reality into account: life is like a collective game; a friendly cooperation usually bears more fruit than confrontations or isolationism. Team-growth reflects on the growth of its individual members: we can more easily improve ourselves by getting ourselves acquainted with new concepts, improving our qualification, broadening our horizons and utilizing powerful sources of inspiration (Carter and Russel 2004, 62 - 66).

APPENDIX PIII: WOULD I BE A ZEALOUS BOSS, OR A CAUTIOUS ONE?

Instructions

For each statement, choose which ending best resembles your own attitude and mark the score. Once you are finished, the total number of points will tell you what kind of a team leader you are.

1. There is a controversial topic being discussed at a conference. You:
 - form your own opinion on the topic and try to enforce it 3 points
 - try to take the best out of various opinions 2 points
 - side with the most persuasive person 1 point
2. Wearing a company shirt:
 - increases loyalty 2 points
 - is a major intervention into individuality 3 points
 - It depends on what the shirt looks like 1 point
3. Competitiveness and a certain amount of rivalry among co-workers, which is supposed to stimulate their performance:
 - is rather malignant for the team 1 point
 - is the propelling force behind any and all improvements 3 points
 - is one of many kinds of motivation 2 points
4. Your conflicts with your high-school teachers were:
 - occasional, but within the boundaries of decency 2 points
 - severe 3 points
 - practically non-existent 1 point
5. When you and your colleagues are coming up with a brand new procedure:
 - you are usually the one with new ideas 3 points
 - you think about how to thoroughly finalize some of the ideas 1 point
 - make sure the ideas stay realistic and feasible 2 points
6. With respect to important matters, taking risks:
 - is sometimes necessary 2 points
 - is irresponsible 1 point
 - is attractive to you 3 points
7. To keep an entrusted secret:
 - is natural and a not a problem for you 2 points

- | | |
|---|----------|
| <input type="checkbox"/> is a little problematic when in good company | 3 points |
| <input type="checkbox"/> It depends on who or what the secret is about | 1 point |
| 8. The books in your library: | |
| <input type="checkbox"/> are arranged by subject matter | 2 points |
| <input type="checkbox"/> are arranged by size or alphabetically | 1 point |
| <input type="checkbox"/> are not arranged in any particular order | 3 points |
| 9. You praise those, who: | |
| <input type="checkbox"/> really deserve it | 3 points |
| <input type="checkbox"/> need it at the moment | 2 points |
| <input type="checkbox"/> It depends on the circumstances | 1 point |
| 10. I keep my appointments book: | |
| <input type="checkbox"/> very thorough and precise | 1 point |
| <input type="checkbox"/> brief, not too precise, for the sake of lucidity | 2 points |
| <input type="checkbox"/> for a maximum of two weeks, then I give up | 3 points |

EVALUATION

A total of 10-16 points

A visionary boss

You take pride in your individuality, creativity and your thoughts that can inspire others and it is up to them to grapple with your ideas. Your bohemianism makes you ignore everyday routine matters and you don't care too much about planning and order. You can be a good team leader, provided your co-workers are there to support you. You need people in your team, who will ground your ideas in reality and carry them through to successful realization. You should hire a strict assistant to organize your time.

A total of 17-23 points

Boss – a mediator

You obviously have a personal predisposition for leading people – at least as far as your role in a team is concerned. You have your own opinions, but you let others express and discuss theirs. You know how to utilize their ideas and take the best out of every one of them. Even though you do not plan every single step of the process, adhering to a schedule is not a problem for you. You know how to improvise during a crisis.

A total of 24-30 points

A cautious boss

The options you have chosen alone point out that your main problems are indecisiveness and hesitance. An unexpected situation or question often take you by surprise and you need

some time to react. You are used to orderliness and you have trouble with situations that require improvisation. You should hire two representatives – a creative person to help you forget about reality and someone pragmatic to function as an intermediary between the two of you (Test: *Budu horlivý či opatrný šéf?* 2008).