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Module One: Getting Started

For most of us, teamwork is a part of everyday life. Whether it’s at home, in the community, or at work, we are often expected to be a functional part of a performing team. This workshop will encourage you to explore the different aspects of a team, as well as ways that they can become a top-notch team performer.

Workshop Objectives

Research has consistently demonstrated that when clear goals are associated with learning, the learning occurs more easily and rapidly. With that in mind, let’s review our goals for today.

By the end of this workshop, you should be able to:

- Describe the concept of a team, and its factors for success
- Explain the four phases of the Tuckman team development model and define their characteristics
- List the three types of teams
- Describe actions to take as a leader – and as a follower for each of the four phases (Forming, Storming, Norming, and Performing)
- Discuss the uses, benefits, and disadvantages of various team-building activities
- Describe several team-building activities that you can use, and in what settings
- Follow strategies for setting and leading team meetings
- Detail problem-solving strategies using the Six Thinking Hats model – and one consensus-building approach to solving team problems
- List actions to do – and those to avoid – when encouraging teamwork

Coming together is a beginning; keeping together is progress; working together is success.

John D. Rockefeller
**Action Plans and Evaluation Forms**

During this course, you will be adding ideas to your personal action plan. The plan uses the SMART system. This means that your goals must be **specific, measurable, attainable, realistic, and timely.**
Module Two: Defining Success

What is a Team?

A team is a group of people formed to achieve a goal. Teams can be temporary, or indefinite. With individuals sharing responsibility, the group as a whole can take advantage of all of the collective talent, knowledge, and experience of each team member.

Team building is an organized effort to improve team effectiveness.

An Overview of Tuckman and Jensen's Four-Phase Model

Educational psychologist Bruce Wayne Tuckman, Ph.D. was charged by his boss at the Naval Medical Research Institute, Bethesda MD with a review of 50 articles about team behavior. From this body of work, Dr. Tuckman conceived his theory of group developmental processes in 1965.

The Forming stage. Groups initially concern themselves with orientation accomplished primarily through testing. Such testing serves to identify the boundaries of both interpersonal and task behaviors. Coincident with testing in the interpersonal realm is the establishment of dependency relationships with leaders, other group members, or pre-existing standards. It may be said that orientation, testing and dependence constitute the group process of forming.

The Storming stage. The second point in the sequence is characterized by conflict and polarization around interpersonal issues, with concomitant emotional responding in the task sphere. These behaviors serve as resistance to group influence and task requirements and may be labeled as storming.

The Norming stage. Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted. In the task realm, intimate, personal opinions are expressed. Thus, we have the stage of norming.

The Performing stage. Finally, the group attains the fourth and final stage in which interpersonal structure becomes the tool of task activities. Roles become flexible and functional, and group energy is channeled into the task. Structural issues have been resolved, and structure can now become supportive of task performance. This stage can be labeled as performing.

In 1977 Dr. Tuckman, collaborating with Mary Ann Jensen, proposed an update to the model, termed Adjourning. It describes the process for terminating group roles, task completion, and the reduction of dependencies. This stage has also been called “mourning”, especially if the team’s dissolution is unplanned. The first four stages are the most commonly used parts of the process.*
Module Three: Types of Teams

The Merriam Webster Dictionary defines a team as a number of persons associated together in work or activity. Teams are formed for many purposes. Examples include project teams, ad-hoc teams, quality improvement teams, and task forces. Sometimes the team is formed to work on a goal as an adjunct to a traditional hierarchy in an organization. At other times, the team is designed to replace the hierarchy.

Several roles help to keep a team operating smoothly.

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<th>Responsibilities</th>
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| Team Leader     | • Moves the team to accomplish its task  
                  • Provides a conducive environment for getting the work done (location, resources)  
                  • Communicates with the team                                                                                                                                 |
| Team Facilitator| • Makes things happen with ease  
                  • Helps the group with the process  
                  • Enables the group to produce the "how" decisions  
                  Note: Facilitators may be members or non-members of the team.                                                                                      |
| Team Recorder   | • Writes down the team's key points, ideas and decisions  
                  • Documents the team's process, discussions, and decisions                                                                                      |
| Time Keeper     | • Monitors how long the team is taking to accomplish its tasks  
                  • Provides regular updates to the team on how well or poorly they are using their time  
                  • Collaborates with the team leader, facilitator and others to determine new time schedules if the agenda has to be adjusted |
| Team Members    | • Displays enthusiasm and commitment to the team's purpose  
                  • Behaves honestly; maintain confidential information behind closed doors  
                  • Shares responsibility to rotate through other team roles  
                  • Shares knowledge and expertise and not withhold information  
                  • Asks questions  
                  • Respects the opinions and positions of others on the team, even if the person has an opposing view or different opinion |