

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.6.5**

Building Teams

Purpose

The purpose of this lesson is to help students understand how to build effective teams and set and evaluate team goals.

Directions:

Before class, make enough copies of RNH.6.5.AS.C for each group, cut out the clues, and place in an envelope.

Define team.

1. A team can be described as a group of two or more individuals who have as their highest priority the accomplishment of the team's goals.
 - a. Team members support one another, collaborate freely, and communicate openly and clearly with one another.
 - b. A team is more than just a collection of personalities.

Have students identify teams they have been part of and the characteristics of those teams.

2. Ask students to identify teams they have been part of.
3. Continue by having students think about and identify characteristics of teams they served on.
 - a. Record student thoughts on writing surface
4. Share with students the benefits of forming teams, besides accomplishing a task or project. Have students record on notepaper; after each benefit is presented, ask students how each is important to serving as a leader.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define team.
2. Describe why teams are important.
3. Describe techniques for team building and performance.
4. Describe team member responsibilities.

Materials:

- ✓ Writing surface
- ✓ Writing utensils
- ✓ Envelopes – one per group of 6-8 students
- ✓ Scissors
- ✓ RRNH.6.5.AS.A – one per student
- ✓ RRNH.6.5.AS.B – one per student
- ✓ RRNH.6.5.AS.C – one per group of 6-8 students
- ✓ RRNH.6.5.AS.D – one per student





- a. Collaboration – People want to be part of a team and work together cooperatively. People want to support one another and identify with a team.
- b. Communication– Team members share openly and freely. They feel a sense of obligation and willingness to share information that might be helpful to the team.
- c. Resources – Team members want to share their resources, talents, and strengths in a team effort.
- d. Decisions and solutions – With more committed individuals involved in the generation and evaluation of decisions and solutions, it is inevitable that the results are better than those made by individuals.
- e. Quality – Each team member is committed to achieving quality and accuracy for the benefit of the whole team.

Explain to students that forming teams is just the first step; teams go through four stages of development. Use a Motion e-Moment® to demonstrate the four stages of team development.

5. Distribute copies of RNH.6.5.AS.A to each student.
6. Share the following information about team building; instruct students to record essential points on the activity sheet.
 - a. Forming – A group goes through this initial stage when its members first come together as a collection of individuals unfamiliar with each other.
 - i. Essential to provide opportunities and an environment conducive to positive group interactions.
 - b. Storming – Once the group has become acquainted, conflicts may arise over such issues as power, leadership, and goals.
 - i. Setting standards and modeling the desired behaviors can minimize these potential problems.
 - ii. Often group members look to each other as guides for standards of behavior, particularly in terms of the acceptable level of criticism and conflict, and the ways in which disagreements are handled.
 - iii. Storming is a normal part of group dynamics and if conflicts are handled appropriately, the team will work through this stage.



- c. Norming – Conflicts are resolved and the group begins to function smoothly as a unit.
 - i. Functions include working out compromises, encouraging participation, maintaining a conducive environment, and handling individual problems.
 - ii. Team may establish a code of conduct.
 - iii. Highly effective teams include the following items in their code of conduct:
 - a) Everyone feels welcome and included.
 - b) Members are not pressured to conform.
 - c) Individual styles are accepted.
 - d) Members share a sense of commitment to one another.
 - e) Politics, favoritism, and other counterproductive acts play no part in decisions.
 - f) The team has a method of self-evaluation.
 - g) There are rules for handling conflicts that may arise.
 - h) Decision making is consensual.
 - i) Others are treated respectfully.
 - j) There is a strong bond of caring.
 - k) Teams should remain open to new ways of doing things.
 - d. Performing – Team experiences maximum productivity and involvement.
 - i. Team members recognize each other as being important components of the group.
 - ii. Team members recognize and utilize each team member's talents and strengths.
7. Utilize a Motion e-Moment to allow students to create meaning with each of the stages of team building. Examples include:
- a. Forming – interlock fingers on both hands.
 - b. Storming – make a fist with one hand and pound it into the palm of the other hand.
 - c. Norming – jog in place.
 - d. Performing – extend both arms outward from the chest.



Transition to team challenges.

8. Explain that while we hope every team reaches the performing phase, every team faces challenges and we should expect difficulties to arise on the teams we are part of.
9. Ask students to identify potential team problems; record student thoughts on the writing surface.
10. Add to students' thoughts by adding the following information to the list on the writing surface; have students record the information on their notepaper.
 - a. Inactivity – not enough to do or not working toward team mission
 - b. Stagnation – group that is set in its ways and isn't open to change
 - c. Poor choices – taking on too many projects or setting unrealistic expectations
 - d. Lack of accountability – when team members don't fulfill their obligations

Transition to responsibilities of a team member. Use a Hieroglyphics e-Moment® to help students create meaning with each of the characteristics. Suggestions for hieroglyphics are in parentheses behind each characteristic.

11. Explain to students that one way to overcome these team challenges is to uphold our responsibilities as team members to work in the performing phase.
12. Distribute copies of RNH.6.5.AS.B to each student. Present information on each characteristic:
 - a. Be prepared – a lack of preparation by one person slows everyone down and isn't appreciated (picture of a to-do list).
 - b. Speak freely – every team member brings different perspectives and experiences which can increase the group's overall understanding and productivity (picture of a person with the mouth wide open).
 - c. Listen thoughtfully – try to understand different points of view (picture of a person with accent lines around the ears).
 - d. Think straight – be alert for logical and factual errors; listen for weak arguments (picture of a person with accent lines around the head).
 - e. Speak up – present your ideas, but don't monopolize the discussion (picture of a group of three or four people with one person speaking).
 - f. Support your position – give facts, examples, and expert opinions where appropriate (picture of a list of facts).



- g. Do not argue over idea ownership – once you have presented an idea, it is group property (picture of a box with idea written on it in the middle of a circle of people).
- h. Keep up – if you don't understand something, say so; ask questions (picture of a person with a question mark over the head).
- i. Stay focused – try not to repeat and to keep all comments relevant (picture of a person with accent marks around the eyes).
- j. Be an attentive speaker – pay attention to other group members, watch for signs of boredom or inattention (picture of a group of people, with one especially focused on a group member who is asleep).
- k. Be pleasant – enjoy yourself and help others do the same; do unto others as you would have them do unto you; accept criticism graciously (picture of a person with a large smile).

Continue by sharing conditions that support effective teamwork. Support with a Choral Response e-Moment®.

- 13. Record the conditions that support effective teamwork on the writing surface; have students record on notepaper. Lead students in discussion on each condition, considering how they can demonstrate each.
 - a. Responsibility – members have a sense of ownership for the process and results.
 - b. Communication – members are responsible for listening to each other and communicating clearly.
 - c. Common purpose and vision – members share an agreed-upon direction and focus.
 - d. Commitment – members are willing to do what it takes to produce the desired results.
- 14. Engage students in a Choral Response e-Moment where the instructor reads the definition presented above and the students respond with the characteristic.

Extend thinking about team building by engaging students in a team building and evaluation activity, "Mystery on the Leadership Express."

- 15. Divide the class into teams of six to eight students.
- 16. Explain that the next activity is designed to see how well each group can work as a team.
- 17. Each team's task is to solve a murder. Before class, make enough copies of RNH.6.5.AS.C for each group, cut out the clues, and place in an envelope.



18. Explain the rules to the students:

- a. Each team will receive an envelope of clues.
- b. Each person in the team is to take one clue at a time until all clues are gone.
- c. Each player must hold onto his or her own clues.
- d. Do not lay the clues down or pass them to another player.
- e. Do not converse with other teams during the activity.
- f. Each team will have 20-25 minutes to solve the murder.
- g. Each team must answer the following questions:
 - i. Who is the murderer? (answer: Mr. Scott)
 - ii. What was the time of the murder? (answer: 12:30)
 - iii. Where did the murder take place? (answer: Scott's apartment)
 - iv. What weapon was used? (answer: knife)
 - v. What was the motive? (answer: jealousy)

19. After students have had time to discuss the situation and solve the murder mystery, have each team share their answers and discuss the thought process the groups went through to reach their conclusions.

20. Have students evaluate their team. Distribute RNH.6.5.AS.D for students to complete.

21. After students have completed the evaluation, debrief the activity using the following questions:

- a. What did you learn about yourself from this activity?
- b. What did you learn about teams from this activity?
- c. How did your group work as a team?
- d. How can you use the team-building skills discussed today when working on projects, with other teams, and as a leader?

Connection Questions:

1. Why is team building an important aspect of leadership?
2. What characteristics do you possess that will be useful to building teams you work with?
3. How does the concept of synergy relate to team building?
4. What connections do you see between team building and conflict resolution?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A1. Work independently and in groups to get things done.
- A2. Focus on results.
- A4. Identify and use resources.
- A5. Communicate effectively with others.
- A7. Invest in others by enabling and empowering them.

Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.
- B4. Eliminate barriers in building relationships.
- B5. Participate effectively as a team member.

Vision

- C4. Adapt to opportunities and obstacles.

Character

- D1. Live with integrity.
- D3. Accept responsibility for personal actions.
- D5. Practice self-discipline.

Continuous Improvement

- F3. Use innovative problem-solving strategies.

Social Growth

- H1. Acknowledge that differences exist among people.
- H3. Develop, maintain, and grow healthy relationships.

Mental Growth

- J1. Think critically.
- J3. Practice sound decision making.
- J4. Solve problems.

Communications

- M5. Operates effectively in the workplace.



LifeKnowledge Connections (cont.)

Precept(s) Addressed:

Decision Making

N1. Demonstrate the decision-making process.

N2. Demonstrate problem-solving skills.

Flexibility and Adaptability

O3. Reacts with openness to feedback and professional growth opportunities.

LK Lesson Suggestion:



Middle School

MS.37 – Conversations in Groups

MS.38 – The Importance of Listening

MS.49 – Defining Problem Solving

MS.52 – Developing Solutions and Strategies

High School

HS.5 – Leadership Styles

HS.20 – My Decisions and the Opinions of Others

HS.56 – Appreciating Differences in People

HS.65 – Defining Teamwork

HS.66 – Levels of Teamwork

HS.67 – Types of Teams

HS.77 – Communication Methods on Teams

HS.81 – Decision Making in Groups

HS.94 – Introduction to Group Problem Solving

Advanced High School

AHS.22 – Conflict Resolution Techniques

AHS.29 – Capitalizing on the Strengths of others

AHS.34 – Strategic Thinking and Planning



Name: _____

Date: _____

Four Phases of Team Building

1. Forming

2. Storming

3. Norming

4. Performing



Name: _____

Date: _____

Responsibilities of a Team Member

Be prepared

Be an attentive listener

Speak freely

Be pleasant

Listen thoughtfully

Speak up

Think straight

Support your position

Keep up

Do not argue over idea ownership

Stay focused



Murder Mystery Clues

1. When he was discovered dead, Mr. Kelly had a bullet hole in his thigh and a knife wound in the back.
2. Mr. Jones shot at an intruder in his apartment building at 12 midnight.
3. The elevator operator reported to police that he saw Mr. Kelly at 12:15 a.m.
4. Only one bullet had been fired from Mr. Jones' gun.
5. When the elevator man saw him, Mr. Kelly was bleeding slightly, but did not seem too badly hurt.
6. A knife found in Ms. Smith's yard had Mr. Scott's fingerprints on it.
7. Mr. Kelly had destroyed Mr. Jones' business by stealing all his customers.
8. The elevator man saw Mr. Kelly's wife go to Mr. Scott's apartment at 11:30.
9. Mr. Kelly's body was found in the park.
10. Mr. Kelly's body was found at 1:30 a.m.
11. Mr. Kelly had been dead for one hour when his body was found according to a medical expert working with the police.
12. The elevator man saw Mr. Kelly go to Mr. Scott's room at 12:25 a.m.
13. The elevator man went off duty at 12:20 a.m.
14. Mr. Jones had told Mr. Kelly that he was going to kill him.
15. The elevator operator said that Mr. Kelly's wife frequently left the building with Mr. Scott.
16. It was obvious from the condition of Mr. Kelly's body that it had been dragged a long distance.



Murder Mystery Clues

17. Ms. Smith saw Mr. Kelly go to Mr. Jones' apartment building at 11:55 p.m.
18. Mr. Kelly's wife disappeared after the murder.
19. Police were unable to locate Mr. Scott after the murder.
20. When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.
21. The elevator man said that Ms. Smith was in the lobby of the apartment building.
22. Ms. Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.
23. Mr. Kelly's bloodstains were found in Mr. Scott's car.
24. Mr. Kelly's bloodstains were found on the carpet in the hall outside Mr. Jones' apartment.
25. The bullet taken from Mr. Kelly's thigh matched the gun owned by Mr. Jones.



Name: _____

Date: _____

Team-Building Evaluation

For each item, please circle the number on the scale that best represents your opinion of the way the team worked. Please disregard how you feel about what the group accomplished and focus on how you worked together.

1. What was our usual participation pattern during the activity?

- 4 Balanced (although we didn't all talk the same amount, I think each of us talked nearly the right amount)
- 3 Slightly unbalanced (some talked somewhat too much; others talked somewhat too little)
- 2 Unbalanced (everyone talked, but some talked too little and others a great deal too much)
- 1 Extremely unbalanced (a few did all the talking)

2. Members who are not talking may be tuned out or actively listening. How many were actively listening when they were not talking?

4	3	2	1	0
ALL	MOST	HALF	A FEW	NONE

3. How many group members occasionally checked to make sure that remarks were understood as they were intended?

4	3	2	1	0
ALL	MOST	HALF	A FEW	NONE

4. How many group members occasionally summarized (e.g., what we had accomplished, what we agreed on, what we disagreed on)?

4	3	2	1	0
ALL	MOST	HALF	A FEW	NONE



Team-Building Evaluation

5. How many group members helped keep the discussion on track (e.g., by reminding us of our task or the goal of our discussion; by bringing back members who went off track)?

4	3	2	1	0
ALL	MOST	HALF	A FEW	NONE

6. How many group members openly stated disagreements and discussed them rather than ignore them or try to pretend there were none?

4	3	2	1	0
ALL	MOST	HALF	A FEW	NONE

7. When our group had trouble making progress, how often did we openly discuss the signs of difficulty and try to find the reasons for it?

6	5	4	3	2	1	0
ALMOST ALWAYS	USUALLY	MORE OFTEN THAN NOT	AS OFTEN AS NOT	LESS OFTEN THAN NOT	RARELY	NEVER

After each team member has answered all seven questions, tally the responses. As each member calls out her or his rating for question #1, the others can tally the marks above the ratings called. After everyone has done this, each member will have a vivid picture of how the entire group responded on question #1, which can then be compared with her or his own rating.

Questions 2-7 should be tallied the same way, one at a time.