



High School

National FFA Organization

Lesson HS.66

LEVELS OF TEAMWORK

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?

Precepts. B5 Participate effectively as a team member.

National Standards. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Describe the four levels of team development.
- 2 Identify 6 reasons to recognize the levels of development
- 3 Identify actions that will affect team development at each of the four levels.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Leadership Curriculum Guide. National Leadership Camp, National Association of Secondary School Principals
NLSCO 2001, Rich Katt



Tools, Equipment, and Supplies

- ✓ Copies of HS.66.AS.A—one per student
- ✓ Copies of HS.66.Assess—one per student
- ✓ HS.66.TM.A
- ✓ HS.66.TM.B
- ✓ HS.66.TM.C
- ✓ Transparencies and Projector
- ✓ Seed, Seedling, and Plant
- ✓ Road Map
- ✓ Fake Money \$1000
- ✓ Post It notes—one per student
- ✓ Large pieces of construction/butcher paper—four per class

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ Forming
- ▶ Storming
- ▶ Norming
- ▶ Performing
- ▶ Universal



Interest Approach

Begin the class discussion about the development of things. Display a seed, seedling and the biggest, prettiest plant you can find.

 What do this seed, seedling and plant have in common with each other?

Anticipated responses: : all plants; they will grow, die, change, they are all the same plant Point out that they are all the three the same plant just in different stages of development, if students do not .



 What are some things that go through stages of development. *Anticipated responses: tadpoles; eggs; seeds; people; land; buildings*

 *Why do things have to develop?*

Anticipated responses: physical growth; so they work better; forced to ; part of nature

Show students the term team development on a common writing surface and elicit a discussion using the following questions to determine what students know about the subject.

what do you think team development has in common with our previous discussion?

 *How do you think teams develop?*

Why do you think teams develop?

Name some examples of teams you believe have developed over time?

Stellar minds are in the house! Let's dive into the concept of team development today. We will add to what we already know about how they develop, why it's important to know how they develop, and how to make them develop.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. *Describe the four levels of team development.*

I. Stages of team development

- A. **Forming:** *Level One, when team members first come together, may not know each other very well.*
 - 1. *Members feel like nothing can get in their way.*
 - 2. *Members think they are going to be best friends for life with their new teammates.*
- B. **Storming:** *Level Two, team members are now acquainted with each other, issues of power may be arising.*
 - 1. *The reality of the situation starts to set in.*
 - 2. *Team members may be uncertain of what is expected of them.*



a. *Confusion over roles, power, and expectations results.*

b. *Team members begin comparing each other, and may compare to past teams or individuals.*

C. **Norming:** *Level three, team members have resolved any conflict, they are now working more as a team.*

1. *Members feel comfortable to express themselves more freely.*

2. *Group goals become more important than individual goals.*

D. **Performing:** *Level four, the team is working at maximum capacity*

1. *Leadership is shared among group members.*

2. *Team performs as a cohesive unit.*

3. *Group members value diversity of teammates.*

Distribute HS.66.AS.A. Lead students in creating a timeline of actions and behaviors to represent the lifetime of a team .



Think of a team you know or are a part of that has worked together for a while. For example, it may be a sports team, a CDE team, an officer team, a chapter committee, a work team, a class project team, and many more. Write that team at the top of the handout.

Now, think of actions and behaviors you've seen happen over time with the team you identified. For example, excitement and enthusiasm among team members. Write down those actions and behaviors at the bottom of your activity sheet. Try to name at least five actions and/or behaviors.

Let's put those actions on the timeline provided. Take each action and place it on the timeline where you think it belongs based upon your experiences with the team you named. For example, the team is excited and enthusiastic when it is first put together.

Allow 3 minutes. Meanwhile, post four pieces of construction paper large enough for the whole class to see. On each piece of paper write a different stage: Forming, Storming, Norming, and Performing .

Share and capture their ideas on a similar timeline created at the front of the room .



Be ready to share one behavior when I call on you

Anticipated responses: bickering; accomplish the purpose; argue over whose job it is; confusion; cooperation; get to know each other; discover each other's quirks; quit

Solicit responses from students .



What do you notice about the actions and behaviors shared? Listen, for: even though many of us have had different experiences, we've witnessed some common behaviors.

Use a Motion Moment as you teach each of the four stages. Create one motion for each of the four stages and introduce the motion as a way to anchor the information about the stage. Use the questions provided as a way to facilitate discussion as you teach the content.





Our behaviors on teams fit into four stages of team development: Forming, Storming, Norming, and Performing. Let's begin making some connections between the behaviors we've identified and these stages.

Forming is in the beginning, when everyone's just excited to be a part and feel like nothing can get in their way. What behaviors on our timeline do you think occur when a team is forming?

Anticipated responses: highly motivated; happy

Motion Moment: *movement for forming and capture insights on level in notes*



Let's move along to the next level, storming. At this stage this is where issues over power arise. Storming is a natural and beneficial phase for a team to experience. ALL groups go through it, but the good groups keep going. What behaviors do you think are associated with storming?

Listen for: nervous, apprehensive, unsure, unsafe, arguing about what is best; gossiping

Motion Moment: *movement for storming and capture insights on level in notes.*



Let's continue through to discover what teams can really do! The next stage is called Norming; this is where the team begins to function smoothly as a group. What behaviors on our timeline indicate a team is in this stage?

Anticipated responses: compromising; members feel free to talk openly

Motion Moment: *movement for norming and capture insights on level in notes.*



There is one more level, Performing. When you hear of someone Performing, what comes to mind? *Anticipated responses: they're really good; pay to see them; wish you were that good.* Well it's the same with teams because they are rare. What behaviors on our timeline indicate a team is in this stage? *Anticipated responses: get things done; celebrate accomplishments*

Motion Moment: *movement for performing and capture insights on level in notes.*

Review stages using motions



Let's trek back through the stages of development; beginning with forming...

Conduct the motion associated with each of the levels. Students then refine information in their notes by comparing notes with the information on the teaching master .



You've captured the stages and a few notes about each. Let's refine the information you will take away. When you hear, "Refine", you'll have three minutes to compare your notes with the information displayed on the overhead. Your goal is to add information that would help you to identify that stage if you were given a scenario and asked to label the stage of team development in action. "Refine."

Display HS.66.TM.A. and allow 3 minutes for students to refine their notes



Objective 2. Identify 6 reasons to recognize the levels of development.

II. Identifying the levels of team development

- A. Levels of team development are universal; they happen to all teams.
 - 1. Levels are easily identified by the behavior and action of the team members.
 - 2. Members are less likely to overreact or get stuck in the storming level.
 - a. Storming is not negative; it is a sorting out time.
- B. Knowing what level you are currently operating in can help you identify where you are headed.
- C. All teams go through these levels. Some teams, however, never get beyond storming/norming.
- D. **Universal** means that it has been repeated over time in many different places, and the results are the same.

Begin class discussion on importance of identifying these levels.



Imagine you have just been given a week off from work and school with a \$1000 budget. The only stipulation is that you must use all of the money and you cannot go over the amount given. Think to yourself, how would approach using these two gifts.

Use a Me-you-us moment Allow 2 minutes for students to think alone and then continue. Use the following question



How would you approach this opportunity to escape for one week with \$1000 budget?

Anticipated responses: just take off and start driving; get out a map; make reservations; gather up some friends for company

Point out that some form of planning is required to meet the obligations attached to the budget and free week. Continue to process this experience using the following questions.



How does planning relate to the levels of team development?

Listen for: have to plan for team development; knowing where you're going in team development helps us to plan



How will you approach working with a team in the future based upon what you know now?

Listen for: knowing what each stage looks like I will try to help the team move to the next level; I'll be able to tell what stage of development we're in and know where we can go

Point out that both knowing where you want to go and being able to identify where you are at is important to team development. Teach the 6 reasons why it is important to be able to identify the stages of team development.





Let's get very real about this topic, what is in it for you to be able to identify what stage of development a team is in. Really, what benefit would that provide you as a team member?

Elicit responses from the group.



Let's list out some reasons why it is important to identify what levels a team you're working with is at in this process: forming, storming, norming, or performing. Write the word LEVEL vertically down on the paper where you're keeping track of notes.

Demonstrate on a writing surface



We are going to use these letters to identify the importance of identifying these levels of teamwork.

Display HS.66.TM.B, keep most of the transparency covered. Reveal only the first L on HS.66.TM.B.



One of the most important reasons to identify your team's levels of development is that we know they are universal. Universal means that it has been repeated over time in many different places and the results are the same. These levels are a natural occurrence for all teams. Use the first L in LEVELS to write in the word universal.

Reveal the E on HS.66.TM.B.



E is for Expectations. Knowing these levels lets you know what you can expect to experience in a team. It is human nature to be better able to deal with situation when we know what to expect. Think back to the team you identified earlier today. What stage of development are you at? What types of behaviors do you expect to see at this stage of development? Turn to a neighbor and hold a mini-conference sharing about your team and the expectations for behavior at its current level of development.

Reveal the V on HS.66.TM.B .



V is for behavior. Observing the behaviors of team members will enable you to easily identify what level the team is operating at, thus, knowing where they're headed. Think back to the team again, what behaviors are associated with the next level of development? Jot down two behaviors you wish to start seeing in that team at the next level of development.

Elicit responses from the group.

Reveal the E on HS.66.TM.B.



On to the next E - time to sort. For any team to get to a level where they will Norm and Perform, they must have time to sort through things, such as identifying their goals, the talents and weaknesses of teammates, the obstacles they face, and how they are going to reach their goals.

Reveal the L on HS.66.TM.B.





L is for less Likely to overreact. For example, if you know that your team will inevitably reach the Storming level but can move on to the Norming level, you will be less likely to overreact to the fact that your group is Storming. It will keep you optimistic and keep you from getting bogged down in the struggles of a level - for instance, the frustration of the storming stage.

Reveal the S on HS.66.TM.B



S is for don't get Stuck. Don't be the type of team member who lets your team get stuck at one level. Teams usually get stuck at the storming level. Encourage them to accept the challenges of developing and move on to be a Performing team.

Students journal using this question: How will a team I'm on benefit from me knowing these six things? Allow 3 minutes for them to reflect on the information. Elicit some students to share their response following the work time.

Objective 3. Demonstrate the skills needed to lead a team through the four levels of development.

III. Team leaders can affect the development of a team

A. Forming: leaders are instrumental in providing opportunities for positive interaction.

1. Encourage team members to get acquainted.
2. Never assume people know each other.
3. Introduce people by adding one or two facts about them that others may find interesting.

B. Storming: leaders should set the example for the desired behavior of team members.

1. Set the standard and model it.
 - a. Acceptable levels of criticism and conflict.
 - b. Methods of handling disagreements.
2. Send a consistent message.
3. Use body language; it's as important as verbal language.
 - a. Body language should not encourage behavior that you verbally discourage.
4. Lead the team through strategies to get past storming.



- C. Norming: leaders should encourage the team to continue to work smoothly.
 - 1. Encourage compromises and participation.
 - 2. Maintain a conducive environment.
 - 3. Encourage development and following of ground rules.
- D. Performing: leaders are now facilitators.
 - 1. Help members get what they need to succeed.
 - 2. Continue modeling behavior.
 - a. Accept differences.
 - b. Shared responsibility and cooperation.
 - 3. Celebrate team and individual team successes.

Discuss how students can lead teams through development.



Whether you are identified as a formal leader (president, for example, or a member) you can affect the way a team transitions through the levels of teamwork. There are specific things any team member can do to encourage the development of their team.

Use a Go Get It Moment with the information on HS.66.TM.C. Some options to consider for facilitating this moment: 1) Cut each bullet point into a strip of paper and place them around the room. Reuse the construction paper with the four stages from earlier in the lesson to challenge students to organize the bullets into the appropriate stage based upon their current understanding 2) Cut each bullet point into strips as well as the four stages. Students then work to

find each other matching the stages with the bullet points based upon their current understanding.

Show HS.66.TM.C. and have students check their work during the Go Get It Moment against the model. They should rearrange any information that is out of place and capture the key points from the model into their notes.



Read the transparency. Are there any actions you need to move to a different stage? Capture this information in your notes.

Students star actions they believe they could use to influence a group they are working with from the list presented on HS.66.TM.C



Think back to the team you identified earlier. With all of your new information you will be a positive influencer on this team. Place a star by those actions you think you could apply to the team within the next month.

Call on some students to share the actions they identified. Ask them to provide the reasoning behind their choices.



Review/Summary

Use Dickens Moment to review all of the content from the session. Create a list with students to identify the most important information and then let them create their story to share in small groups.



► **Extended Classroom Activity:**

Observe the dynamics of group interaction to gauge their level of teamwork. Then develop and facilitate a plan to get them to the performing level of teamwork.

► **FFA Activity:**

Observe your chapter officer team or standing committee in action. Determine what level they are functioning at. On what behaviors did you base your decision.

► **SAE Activity:**

Interview a person in management in your SAE area. Ask them if they are aware of the forming, storming, norming, and performing levels of teamwork. Discuss how this concept could affect their business.

✓ **Evaluation**

Written test, HS.66.Assess

Answers to Assessment:

1. a.
2. d.
3. c.
4. a.
5. c.
6. d.
7. a.
8. b.
9. d.
10. b.
11. d.



LEVELS OF TEAMWORK

Select the appropriate stage for each description.

- a. Forming
- b. Storming
- c. Norming
- d. Performing

- _____ 1. When team members first come together, may not know each other very well.
- _____ 2. Group members value diversity of teammates.
- _____ 3. Team members have resolved any conflict, they are now working more as a team.
- _____ 4. Members feel like nothing can get in their way.
- _____ 5. Members feel comfortable to express themselves more freely
- _____ 6. The team is working at maximum capacity.
- _____ 7. Members think they are going to be best friends for life with their new teammates.
- _____ 8. Team members are now acquainted with each other; issues of power may be arising.
- _____ 9. Team performs as a cohesive unit.
- _____ 10. Team members begin comparing each other and may compare to past teams or individuals.
- _____ 11. Leadership is shared among group members.



LEVELS OF TEAM DEVELOPMENT

◆ **Forming: Level One**, when team members first come together

➔ **Members:** may not know each other very well, feel like nothing can get in their way, think they are going to be best friends for life with their new teammates.

◆ **Storming: Level Two**, team members are now acquainted with each other, issues of power may arise

➔ **Members:** Feel the reality of the situation starting to set in; may be uncertain of what is expected of them; confusion over roles, power, and expectations; begin comparing each other, and may compare to past teams or individuals.

◆ **Norming: Level Three**, team members have resolved any conflict; they are now working more as a team

➔ **Members:** feel comfortable to express themselves more freely, group goals become more important than individual goals.

◆ **Performing: Level Four**, the team is working at maximum capacity

➔ **Members:** feel the leadership is shared among all group members, feel the team is performing as a cohesive unit, value diversity of teammates.



IMPORTANCE OF IDENTIFYING THE LEVELS OF TEAM DEVELOPMENT

- ◆ **universaL**
- ◆ **Expectations**
- ◆ **behaVior**
- ◆ **timE to sort**
- ◆ **less Likely to overreact**
- ◆ **don't get Stuck**



WHAT CAN YOU DO TO LEAD A TEAM THROUGH LEVELS OF DEVELOPMENT.

◆ Norming

- Provide positive interaction
- Encourage team members to get acquainted
- Never assume people know each other: introduce them

◆ Storming

- Set the example for the desired behavior of team members
- Set the standard and model acceptable levels of criticism

and conflict

- Demonstrate methods of handling disagreements
- Send a consistent message
- Body language is as important as verbal language
- Lead the team through strategies to get past storming;

explain it's universal and discuss what they CAN become

◆ Norming

- Encourage the team to continue to work smoothly
- Encourage compromise and participation
- Maintain a conducive environment
- Encourage development and following of ground rules

◆ Performing

- Leaders are now more facilitators
- Helping members get what they need to succeed
- Continue modeling behavior such as accepting differences,

sharing responsibility, and cooperation

- Celebrate team and individual team successes.



TEAM TIMELINE

