## Lesson #6: Effective Teamwork

| Objectives |
| --- |
| **Students will be able to...** |
| ▪ Work as a team to meet a common goal. |
| ▪ Identify the key factors that support an effective team. |

| Common Core Standards |
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| Leadership and Teamwork 9.2 & 9.3<br>Writing 11-12.4<br>RSIT 11-12.2<br>RLST 11-12.2<br>Communications 2.1, 2.4<br>Responsibility and Flexibility 7.2<br>CTE Pathway D 1.1, 1.2. 1.3 |

| Materials |
| --- |
| Effective Teamwork/Team Roles Descriptions Notes<br>Lost at Sea Activity Instructions<br>Lost at Sea Ranking Chart for each student<br>Team Debriefing Questions<br>Effective Team Rubric |

| Lesson Sequence |
| --- |
| ▪ Pass out the effective teamwork/team roles description notes to students.<br><br>▪ Have students follow along as you discuss this handout. Answer any questions as needed. (10-15 minutes)<br><br>▪ Follow the Lost at Sea Activity Instructions. This activity builds problem-solving skills as team members analyze information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions. Students will be put into teams and model the team roles. (20 minutes)<br><br>▪ Students will answer team debrief questions and fill out the effective team rubric after |

activity. (10-15 minutes)

- ▪ Discuss the debrief questions as a class if time permits.

## Assessment

The effective teamwork rubric will show student understanding of how well their team worked together. Compare each team member's personal rubric with one another to see if they all agreed on how they filled the rubric out and how well their group worked together.

## Accommodations/Modifications

Support students with working together in each of their roles.
Model what each role may do during group work.
Ask checking for understanding questions.

# Effective Teamwork

**What does it take to be an effective team?**

To be an effective team, team members:

- ✓ Are willing to work with each other.
- ✓ Use each other's strengths and differences to achieve common goals.
- ✓ Establish ground rules for behavior.
- ✓ Define their purpose, goals/tasks.
- ✓ Identify roles and responsibilities.
- ✓ Give ideas, listen to each other and know how to give and receive feedback.
- ✓ Can effectively handle disagreements and conflict.
- ✓ Use a method for making team decisions.
- ✓ Establish procedures to get things done.
- ✓ Evaluate how well they work together.

## Team Roles Descriptions

### FACILITATOR

The Facilitator's job is to ask for ideas from each team member and to keep the team on task.

- ➢ Explains the team's purpose and the task to be done.
- ➢ Leads the team in deciding who will do what, by when
  - o Who would like to ......?
  - o Would you like to......?
- ➢ Asks each team member for ideas or comments
  - o "_____, what do you think?"
  - o "_____, can you add to this?"
- ➢ Helps keep the team focused on the task
- ➢ Guides the team in evaluating how well they work together
  - o "How good was our work?"
  - o "How well did we cooperate with each other?"
  - o "What could we have done differently?"

## RECORDER

The Recorder's job is to write the team's responses on the Team Worksheet.

➢ Correctly writes the team's ideas and comments.

➢ Asks a team member to explain if comments or ideas are unclear.

  o "_____ please explain what you mean by this."

  o "It sounds like we want_____, is this correct?"

➢ Maintains team's worksheets, records, charts, action plans

## TIMEKEEPER

The Timekeeper's job is to keep track of the time as the team works on the task.

➢ Helps keep the team working to complete its task on time.

➢ Frequently reminds the team of time remaining.

  o "We have _____ more minutes to get this done."

  o "We have _____ things to do and _____ minutes to do it."

➢ Tells team members if discussion is not related to the task.

## PRESENTER

The Presenter's job is to report back to the class with the team's responses.

➢ Prepares information to be presented to the larger group.

➢ Checks out the accuracy of the information with team members.

  o "I am going to say…. Is this correct? Should I add anything else?"

➢ Makes a verbal presentation to the larger group by summarizing the results of the team's work.

## BACKTRACKER or SUMMARIZER

The Backtracker or Summarizer's job is to review the main points of the team's responses at the close of the meeting.

➢ Reviews main points at the close of meeting

  o "The information our team decided upon is…"

  o "The main ideas the team came up with are…"

➢ Begins meeting by summarizing key points of last meeting

  o "The key points from our last meeting are…"

# Lost at Sea Activity Instructions

**Exercise 1: Lost at Sea (from MindTools.com)**

In this activity participants must pretend that they've been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and several items that they've salvaged from the sinking ship. Members must agree which items are most important for their survival.

**Advice for the Facilitator**

The ideal is for teams to arrive at a consensus decision where everyone's opinion is heard. However, that doesn't always happen naturally: assertive people tend to get the most attention. Less forthright team members can often feel intimidated and don't always speak up, particularly when their ideas are different from those around them.  If you see this happening use the **Step Ladder** approach to include all, but explain why you're doing this, so that people learn from it.

**Step Ladder to gain group consensus**

> **Step 1:** Give everyone enough time to think about what needs to be done and to form their own opinions on how to best accomplish the task or solve the problem.
>
> **Step** 2: Form a core group of two members. Have them discuss the problem.
>
> **Step 3:** Add a third group member to the core group. The third member presents ideas to the first two members BEFORE hearing the ideas that have already been discussed. After all, three members have presented their solutions and ideas, they discuss their options together.
>
> **Step 4:** Repeat the same process by adding a fourth member, and so on, to the group. Allow time for discussion after each additional member has presented his or her ideas.
>
> **Step 5:** Reach a final decision only after all members have been brought in and presented their ideas.

After everyone has finished the exercise, each group discusses their process. Example questions: what the differences between individual, team and official rankings was, and why. This will help them think about how teams arrive at decisions, which will make people think about the skills they must use in future, such as listening, discussing, and decision-making skills, as well as creativity skills for thinking "outside the box."

**What You'll Need**

- o   Up to five people in each group.
- o   A "lost at sea" ranking chart for each team member. Use the Mind Tools worksheet.
- o   The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio.

## Instructions

1.  Divide participants into their teams and provide everyone with a ranking sheet.

2.  Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.

3.  Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.

4.  Ask each group to compare their individual rankings with their collective ones and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions and why?

5.  Now read out the "correct" order, classified by the experts at the US Coast Guard (from most to least important):

    a)  **Shaving mirror.** (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)

    b)  **Can of petrol.** (Again, potentially vital for signaling as petrol floats on water and can be lit by your matches.)

    c)  **Water container.** (Essential for collecting water to restore your lost fluids.)

    d)  **Emergency rations.** (Valuable for basic food intake.)

    e)  **Plastic sheet.** (Could be used for shelter, or to collect rainwater.)

    f)  **Chocolate bars.** (A handy food supplies.)

    g)  **Fishing rod.** (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)

    h)  **Rope.** (Handy for tying equipment together, but not necessarily vital for survival.)

    i)  **Floating seat or cushion.** (Useful as a life preserver.)

    j)  **Shark repellent.** (Potentially important when in the water.)

    k)  **Bottle of rum.** (Could be useful as an antiseptic for treating injuries but will only dehydrate you if you drink it.)

    l)  **Radio.** (Chances are that you're out of range of any signal, anyway.)

    m)  **Sea chart**. (Worthless without navigational equipment.)

    n)  **Mosquito net.** (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)

    o)  **Sextant.** (Impractical without relevant tables or a chronometer.)

## Lost at Sea Ranking Chart

|  | Your ranking | Team ranking | Coast Guard ranking |
|---|---|---|---|
| Bottle of rum |  |  |  |
| Can of petrol |  |  |  |
| Chocolate bars |  |  |  |
| Emergency rations |  |  |  |
| Fishing rod |  |  |  |
| Floating seat/cushion |  |  |  |
| Mosquito net |  |  |  |
| Plastic sheet |  |  |  |
| Radio |  |  |  |
| Rope |  |  |  |
| Sea chart |  |  |  |
| Sextant |  |  |  |
| Shark repellent |  |  |  |
| Shaving mirror |  |  |  |
| Water container |  |  |  |

## **Team Debriefing Questions**

1.  What did you learn through this activity about the functioning of a team?

    _____

    _____

    _____

2.  Did team members have specific roles? If so, how were these roles determined?

    _____

    _____

    _____

3.  In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard.

    _____

    _____

    _____

4.  Given the team experience, what were your team's strengths and possible areas for improvement? How could you contribute better to your team's effectiveness?

    _____

    _____

    _____

## Effective Teamwork Rubric

Evaluate how well your team worked together by circling the best descriptor for your team in each of the 4 categories.  Add up your scores and record on the line above.

| Teamwork Questions | Not Effective Teamwork (0) | Somewhat Effective Teamwork (1) | Effective Teamwork We met our goal (2) |
|---|---|---|---|
| **Did we Cooperate?** | 1. No cooperation<br>2. Some team members did not want to work with others.<br>3. There was a lot of arguing. | 1. Some people were cooperating, but others were not.<br>2. Procedures to get things done were not clear to all.<br>3. There were a few arguments. | 1. Everyone cooperated.<br>2. Everyone listened to each other.<br>3. There was no arguing.<br>4. A person's role and responsibilities were known. |
| **Did we Communicate?** | 1. Nobody talked nor seemed to listen to others if they talked.<br>2. No one knew what their role or responsibility was.<br>3. There was no method for making team decisions. | 1. Some people discussed what we were to do.<br>2. Some people knew their role and responsibilities.<br>3. The method for making team decisions kept changing. | 1. Everybody shared their ideas and listened to each other.<br>2. There was constant communication.<br>3. People knew their role and responsibilities. |
| **Did we concentrate?** | 1. Some team members were doing other things and not focused on our task. | 1. Sometimes people were working. | 1. All team members:<br>&bull; paid attention<br>&bull; were thinking<br>&bull; were working |
| **Were we Respectful?** | 1. Some team members were not respectful to other's ideas. | 1. Some team members need help giving and receiving feedback. | 1. We listened to each other and worked on being positive with our comments to each other. |

**Teacher Comments:**