INTRODUCTION TO TEAMWORK AND GROUP DEVELOPMENT

CORPORATE LEARNING COURSE
"TEAMBUILDING" BLOCK
SEMINAR 3.2

SCOPE

What is "teamwork?" Why is "teamwork" important to Civil Air Patrol? This seminar provides students with a basic introduction to the concept of teamwork. Its goal is two-fold: in the classroom, students will define teamwork as a concept; they will also comprehend the concept of group development and the role it plays in developing teamwork within the unit. The second goal is to have students respond positively to the concept of teamwork. An end-of-class exercise will be used to highlight the value of teamwork within the CAP unit.

OBJECTIVES

1. *Discuss the concept of "teamwork."*
2. *Discuss the concept of "group development"*
3. *Describe ways to build and maintain teamwork within the group.*
4. *Illustrate teamwork skills.*

DURATION

50 minutes

SPECIAL NOTES

The instructor should allow adequate time for the exercise. The instructor should assign two people from within the student body to observer and recorder roles during the exercise. These people should not participate, but rather should identify and describe the group development of the team during the exercise.

The purpose of the exercise is not to solve the problem, but to highlight for the students how examples of effective or poor teamwork impact the group's ability to solve the problem.

Students will be drawn to critique the quality of the problem solution. The instructor should be sensitive to this temptation and help the students focus on the quality of the team.

INTRODUCTION
State your topic and introduce yourself.

ATTENTION
Tell a story that in your mind constitutes an illustration of a successful team. It does not have to be one relating to Civil Air Patrol. An example would one of a successful sports team winning the championship; a depiction of soldiers/sailors in a successful battle; the 1989 United Airlines flight which lost all three hydraulic systems and crash-landed in Iowa. Try to keep the story to about a minute in length.

(Instructor Note): If you have a favorite example of teamwork in action depicted in a movie or TV show, feel free to show the clip as the attention step. Just ensure that your point can begin to instinctively identify the aspects of teamwork you want to highlight.

MOTIVATION / DISCUSSION QUESTION
Ask the following question, "What about this team made it successful?"

ANTICIPATED RESPONSES:
"They solved the problem." "They got along well together." "Everyone knew what they were supposed to do." "They won the game." "They accomplished the mission (or goal)."

INSTRUCTOR RESPONSE:
Reflect positively on all responses.

TRANSITION TO OVERVIEW
So what is teamwork, and why is teamwork important to Civil Air Patrol? I'm going to offer you some questions that will help you to explore teamwork in depth. For instance, please consider:

1. *Is teamwork the successful group accomplishment of a goal?*
2. *Is it the successful joining of individuals who have come together for a common purpose?*
3. *Must you succeed at the goal to be successful as a team?*
4. *Is teamwork implied when you join an organization?*

OVERVIEW

In this hour, we are going to discuss teamwork in depth, and you are going to answer these questions. We will develop a definition of teamwork; and we will discuss the concept of group development; integral to the successful development of a team. We'll describe some team-building tools and techniques. Finally, we will assess your ability to identify the dynamics of working within a team by having a group exercise. During this exercise, you will discover the dynamics of the team which is your class, and identify the positive and negative characteristics that emerged during the exercise.

MAIN POINT 1: Concept of TEAMWORK (10 minutes)

(Instructor Note): While some definitions of teamwork will be provided, please encourage the students to develop their own definition in the course of the discussion.

LECTURE ITEM:
Note the diverse nature of the teams depicted on the slide (sports teams, CAP unit, airline crew, army platoon, corporate board).

QUESTION*: What are the unifying features of a team?*

Anticipated Responses: *(comments in parentheses represent potential follow-on questions)*
1. *A group of people (do they share a common trait, or skill?)*
2. *A goal (must all people share the goal?)*
3. *An organization (is a goal or mission implied in membership in the organization?)*
4. *A group of like-minded individuals (can members have competing agendas?)*
5. *A leader and followers (explain why the group should have/not have a formal leadership/follower matrix) (If you need a leader/followers in the team, who decides who plays the roles?)*

QUESTION: *What would be a good definition of "teamwork?"*

Anticipated Response:
Will vary, and likely mirror the definition(s) provided in the student handout.

(Instructor Note): Teamwork can be defined broadly, as the examples in the student handout will show. Key here is the class' ability to develop their own definition. Have the students discuss the sample definitions in the student hand out, and move them towards their own development. Write the definition on a board or large display so all can see it and derive ownership.

LECTURE ITEM:
QUESTION:
What do you believe is the difference between a team and a group?

Anticipated Responses:
1. *"No difference"*
2. *"A group is just a bunch of people coming together; a team comes together with purpose."*
3. *"There is more cooperation within a team than there is within a group."*

Instructor Response:

I would submit to you that there is a difference between a group and a team. While groups come together for a goal as a team does, they don't necessarily have to work together, see the issue in the same way, or agree about the end result and method for getting there.

A team has more commonality. It works together, agrees on the same end result and the method for achieving the result, and unifies to make it happen. The fiber that binds the team together is stronger than that of a group.

TRANSITION:

We have a pretty good understanding of teamwork. And, we know intuitively that the successful formation of a team is integral to CAP's mission; but why is this so? Perhaps part of the answer lies in taking a closer look at how teams function. We can do this by understanding something called group development.

MAIN POINT 2: Concept of GROUP DEVELOPMENT (10 minutes)

LECTURE ITEM:

The concept of a group implies that people come together to do something together. Groups can be assigned together to perform a certain task, they can be part of a pre-existing entity (such as a CAP squadron), or they can spontaneously come together. What binds the group together is a common goal or mission.

However the group is formed, and for whatever purpose, a group will progress through certain phases throughout its lifecycle. How each of these phases is handled within the group between its members and its formal and informal leaders may determine the group's success.

LECTURE ITEM:

(Source material courtesy of Wikipedia) In 1972, George Charrier (then with Proctor and Gamble) wrote a piece entitled, "Cog's Ladder: A Model of Group Growth." This piece concisely captured the essence of group development. This model is useful to us as we examine how to make groups more effective within Civil Air Patrol.

Cog's Ladder posits five discrete stages of development as the group moves from formation to maturation.

(Instructor Note): Briefly have the students discuss each of the five stages of Cog's Ladder (see student handout):
1. *Polite Stage*
2. *Why We're Here Stage*
3. *Power Stage*
4. *Cooperation Stage*
5. *Esprit Stage*

QUESTION: *Which stage do you perceive to be the most important? Why?*

Anticipated Responses:

Students may choose from any of the five stages, since there is no textbook answer. If a stage is not chosen, challenge students to describe how it could be the most important.

TRANSITION:

The use of the word "team" implies a greater sense of purpose, camaraderie, and cooperation as the use of the word "group." It could be argued that the successful formation of a group ends with the formation of a team.

Knowing why teams are important, and the dynamics of how groups come together provide you, the team leaders and members, with an idea of how to improve the performance of your group: to raise it to the level of a team, for example.

Understanding the concepts of teamwork and group development is absolutely essential to the formation of effective teams. But it is also important to have some practical techniques to make the process easier. Let's take a minute and discuss some of these techniques.

MAIN POINT 3: BUILDING AND MAINTAINING TEAMWORK (7 minutes)

As we've learned, a group is a collection of people; the binding agent is the goal or mission that brings them together. We've also learned that a team is stronger than a group because there is a higher level of agreement and unity of effort that is organic to the team.

LECTURE ITEM:

There are some things that you can do to build teamwork within the unit (or group) to which you've been assigned. Some of these "do's" are directed towards the team's leader, other apply to all the team's members.

(Instructor Note): *Briefly have the students discuss a few of the items listed below (see student handout for full detail). Let the students choose which items to highlight.*
1. *Articulate a goal with which everyone can identify.*
2. *Ensure each member has job; value the contributions of each member (members, if you don't have a job, ask for one).*
3. *Have a communications system that allows each member of the team to contribute and receive direction.*
4. *Foster an environment conducive to team work. This is everyone's job, not just that of the leader.*
5. *Build a sense of trust and respect within the team.*
6. *Provide effective feedback.*
7. *Provide motivation; again, not just the leader's job. Peer motivation can be even more important.*

LECTURE ITEM:

Just as there are things that leaders and team members can do to foster teamwork, there are things that can hurt the team.

(Instructor Note): *Briefly have the students discuss a few of the items listed below (see student handout for full detail). Let the students choose which items to highlight.*
1. *Try not to micromanage.*
2. *Don't withhold information (or allow members of the team to do so).*
3. *Don't lose sight of the goal.*

LECTURE ITEM:
Once the team is formed, there are some additional things you can do to maintain team cohesion:

(Instructor Note): *Briefly have the students discuss a few of the items listed below (see student handout for full detail). Let the students choose which items to highlight.*
1. *Use the team*
2. *Ensure all members of the team are actively engaged. If you are a member of the team and feel there is more you can do, talk to your leader.*
3. *Resolve problems within the teams quickly and fairly.*
4. *Remember that building a team is an ongoing process.*

TRANSITION:
Okay, let's take a step back for a minute and consider a team that you are beginning to know quite well: this one. It may be strange to think of this group as a team, because we came together as a class. So to illustrate the dynamics of a team, and perhaps to highlight the stages of group development, we, or rather you, are going to work together as a team to solve a problem.

MAIN POINT 4: TEAMWORK EXERCISE (20 minutes)
(Instructor Note): *Assign one student as the note taker and another as the observer. These students are not to participate directly in the exercise, but rather are to examine how the group comes together as a team to solve the problem. Emphasize to the observer and note taker that they should pay attention more to the way the group interacts with one another, how they progress through the stages of Cog's Ladder, and how they form the problem solution.*

1. *Assign observer and note taker*
2. *Provide exercise guidance*
3. *Allow 10 minutes for the students to perform the exercise. Do not interrupt their work.*
4. *Ask observer to discuss their observations using four criteria:*
   a. *How did the team evolve (using Cog's ladder)*
   b. *Identify the roles of each team member?*
   c. *How did the team interact with one another?*
   d. *What process did they use to form the problem solution?*

5. *Ask the team members what their impressions were of the quality of teamwork as they progressed through the exercise.*
6. *Help the students to discover the dynamics working within the team.*

TRANSITION:
I assume that we all walked into this segment believing that teams are important to the accomplishment of CAP's mission. Intuitively we know that's the right answer. The purpose of the exercise was to illustrate how and why this is so. Teamwork takes a conscious effort on the part of all members.

This can be difficult because as members of a team, we may not have a say about who is included. We may have to get past personality conflicts, differences in experience levels, expectations about the methods used to achieve the goal, and perhaps even the goal itself. It's not always easy. And, it's a journey that all members of the team must embark on together.

SUMMARY

The purpose of this segment was to give you insight into why teamwork is effective, help you identify things you can do to contribute to team cohesion, and help you to see the dynamics of group development in action. Understanding the forces working behind effective teams will help you improve your own team: whether you are the team's leader, or you are a contributing member.

EXERCISE

1. *Assign a team observer and team recorder. Neither student participates directly in the exercise, but does observe the action. The note taker writes down the observations of the observer. If the group is small (say, 6 or less), one student may play both roles.*

2. *Verbally give these instructions:*

   a. *You are a local CAP unit's Finance Committee, and your wing has just given you a $500 grant. You can do anything you want with the $500 grant, except save it or invest it, or use it to pay for monthly utilities. The purchases and justification must be documented. You have 10 days to spend the money before it must be returned to the wing.*

   b. *Your immediate needs for the unit are as follows:*
      i. *The corporate van assigned to you needs a new set of tires.*
      ii. *You are responsible for the maintenance in your building, and the roof is leaking above the supply room.*
      iii. *Your Information Technology officer wants to upgrade the unit's computer.*
      iv. *The cadets need a new television with DVD and VCR.*
      v. *Three cadets will be going to the wing encampment next month.*
      vi. *Two new cadets don't have the money to buy all their uniforms.*
      vii. *The corporate airplane assigned needs its 100 hour inspection.*
      viii. *Four senior members want to go to Squadron Leadership School; the site is across the state and will require an overnight stay.*

   c. *Assign one student the role of squadron commander. Have that student assign the roles of Deputy Commander for Cadets, Operations Officer, Logistics Officer, IT Officer, and Finance Officer. If there are other students present, assign them roles as primary staff officers. If the class has more than 10 students, try to create two groups. If more than one group is created, make sure each group has an observer and a note taker. Keep the maximum group size to 10 or less.*

d.   *After 10 minutes of work, ask the students to stop working and present their results, giving them a 30-second time limit.*

e.   *Ask the observer and note taker to give their observation.*

f.   *Proceed with the discussion. Remember, it's not about what solution was reached, but how the students reached it.*