



TEAMWORK

Values for Living—Cadet Character Development Forum

INTRODUCTION

Each Values for Living lesson is designed to help cadets explore a virtue from multiple angles and experience that virtue through a hands-on activity. By combining theory and practice, these lessons aim to help cadets understand and embody these virtues beyond the end of the squadron meeting.

Working together doesn't always come naturally. Our culture celebrates individuals, exceptional people with unique skills who accomplish extraordinary things. We love our superheroes and have come to expect and accept that they will have trouble working together. On the other hand, we know from experience that some challenges require the contributions and cooperation of an entire team, not just one extraordinary achiever. In this lesson, cadets will consider why we have teams and which behaviors help them participate more effectively as members of a team.

PRECLASS CHECKLIST

Prior preparation is essential to success. Please prepare the following well ahead of time:

- All media installed and checked out
- Handouts and materials prepared and available as per teacher instruction sheet
- Phase Three cadet orientation/training completed
- Participation awards such as candy or granola bar treats available
- Room arrangements complete

ATTENTION GETTER

LARGE GROUP FACILITATED BY CHAPLAIN/CDI/COMMANDER (6 MINUTES)

Option 1: Video Clip from the movie *Apollo 13*

In 1970, NASA launched Apollo 13, the third mission in the Apollo program intended to land on the moon. Two days into the mission an oxygen tank exploded, forcing the crew of three astronauts to move from the command module into the much smaller lunar landing module. Because the lunar module was only designed to support two men for two days, the crew and Mission Control in Houston had to do some quick thinking to provide life support for a desperate

trip back to earth. In this video, Mission Control engineers use teamwork to tackle the problem of carbon dioxide filtration. [Show video clip here.]

When we break into small groups, you'll have a chance to discuss what you saw in this video and what we can learn about the virtue of teamwork from the astronauts and mission controllers who figured out how to fit a square peg into a round hole.

Option 2: Share a story about your personal or professional life when you were in a position of leadership, but you chose to use a team to address the issue – and the outcome was very successful. Discuss the problems you encountered as you were learning to work together.

UNDERSTANDING THE DESIRED BEHAVIOR

SMALL GROUP DISCUSSION LED BY PHASE 3 CADETS (3-5 PEOPLE IN EACH GROUP, 15 MINUTES)

Small Group Discussion – (no more than 6 in each group including senior cadet moderator)

- Some teams seem to pull together quickly. Can you think of examples of teams from history or fiction that worked together almost effortlessly, right from the start? What allows these teams to work together so effectively?
- Other teams have great difficulty coming together and may never be able to work together at a high level. Can you think of examples from history or fiction of troubled teams? Why do you think these teams had trouble working together?
- As some of you may already know from your leadership studies, there is a commonly accepted model that describes the development of teams. While reviewing the model, let's identify two or three specific behaviors that contribute to the team's success at each stage. (At this point, small group facilitators should distribute the cadet handout and discuss the specific behaviors with their groups).

APPLICATION OF THE BEHAVIOR TO THEIR LIVES

LARGE GROUP FACILITATED BY CHAPLAIN/CDI/COMMANDER (15 MINUTES)

Discussion questions offered by facilitator:

- How do CAP's core values help you be a better teammate? If possible, link specific behaviors you identified in your small group to the core values those behaviors embody.
- Imagine that you're part of a team that has just formed. Do you think your team needs a leader at this beginning stage? Why or why not?
- If a team gets to choose its own leader, how should the team make that choice? What traits would you look for in a potential team leader? (If the cadets are slow to answer, ask this follow-up question: should the team leader be the person with the highest rank, the most knowledge or experience, the best ideas, or something else?)
- Let's go back to our model of a team's life cycle. Does the team leader have any special responsibilities at each stage? If so, what are they? What are the leader's most important behaviors at each stage?

Summary and Transition:

So far, we've seen how effective teamwork can dramatically increase the likelihood of success in accomplishing a goal. We've also seen that CAP's core values have a direct impact on the health and functionality of a team. In the next activity, we'll have a chance to put teamwork into practice.

ACTIVITY

SMALL GROUP DISCUSSION LED BY PHASE 3 CADETS (3-5 PEOPLE IN EACH GROUP, 20 MINUTES)

At this point, cadets should return to their small groups for a team-building challenge that will allow them to practice positive teamwork behaviors. One possible activity is listed below; more can be found in the [Learn to Lead Activity Guide](#) in the online cadet library. Cadet facilitators, who have likely seen most of the challenges previously, should set up and monitor the challenge rather than participating directly. After the challenge, cadet facilitators should point out to their groups any striking examples of positive teamwork behaviors and, if appropriate, demonstrated behaviors that did not match those identified in the earlier exercises.

Activity Option: Cup Stacking

- **Setup:** Each team is given nine nested plastic cups. Inside the cups are a long piece of string and a small pair of scissors. The top of the nested cups is secured with a small piece of plastic wrap held in place by a rubber band.
- **Task:** The challenge is for the group to build a pyramid out of the cups (3 on the bottom, 2 in the middle, one on top) without touching the cups with their hands or any other part of their bodies, even if a cup falls over.
- **Evaluation:** You could do this as a competition or give the cadets time to organize their team using the principles discussed in the lesson.

LESSON SUMMARY AND WRAP-UP

LARGE GROUP FACILITATED BY CHAPLAIN/CDI/COMMANDER (4 MINUTES)

Read to the group:

In this lesson, we've identified and practiced specific behaviors that contribute to the success of our teams. We've also explored the ways in which those positive behaviors embody and express our core values. The next time you're asked to join a team, review your worksheets from this lesson. Resolve to practice at least one specific behavior that will help your team come together and accomplish its mission.

Teamwork is a force multiplier. By working together, we can accomplish more than any of us can accomplish individually. What's more, some challenges demand the efforts of more than one person. By learning and practicing the specific skills you need to be a great team player, you are preparing yourself to be of greater service to your community, state, and nation.

QUOTABLE QUOTES

“Teamwork is the fuel that allows common people to attain uncommon results.” – Andrew Carnegie

“It takes two flints to make a fire.” – Louisa May Alcott

“Alone we can do so little; together we can do so much.” – Helen Keller

“If anything goes bad, I did it. If anything goes semi-good, we did it. If anything goes really good, then you did it.” – Bear Bryant

“In teamwork, silence isn't golden, it's deadly.” – Mark Sanborn

“I'm not the smartest fellow in the world, but I sure can pick smart colleagues.” – Franklin D. Roosevelt

“Talent wins games, but teamwork wins championships.” – Michael Jordan

“A person standing alone can be attacked and defeated, but two can stand back-to-back and conquer. Three are even better, for a triple-braided cord is not easily broken.” – Ecclesiastes 4:12 (NLT)

Video clip from *Apollo 13* (Universal Pictures 1995) is provided under fair use copyright law for specific limited and transformative educational purpose. Please do not give the video clip file to anyone else.



TEAMWORK

Phase 3 Cadet Facilitator Handout

UNDERSTANDING THE DESIRED BEHAVIOR

SMALL GROUP DISCUSSION LED BY PHASE 3 CADETS (3-5 PEOPLE IN EACH GROUP. 10 MINUTES.)

Small Group Discussion – (no more than 6 in each group including senior cadet moderator)

- Some teams seem to pull together quickly. Can you think of examples of teams from history or fiction that worked together almost effortlessly, right from the start? What allows these teams to work together so effectively?
- Other teams have great difficulty coming together and may never be able to work together at a high level. Can you think of examples from history or fiction of troubled teams? Why do you think these teams had trouble working together?
- As some of you may already know from your leadership studies, there is a commonly accepted model that describes the development of teams. Let's review the model and identify two or three specific behaviors that contribute to the team's success at each stage. (At this point, small group facilitators should distribute the cadet handout and discuss the specific behaviors with their groups).

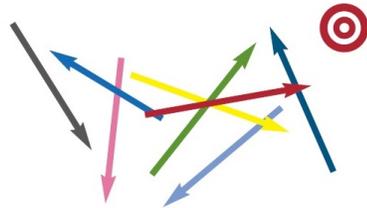
ACTIVITY

SMALL GROUP DISCUSSION LED BY PHASE 3 CADETS (3-5 PEOPLE IN EACH GROUP. 20 MINUTES.)
PICK ONE

At this point, the cadets should break into small groups for a team-building challenge that will allow them to practice the positive teamwork behaviors they have just identified. One possible activity is listed below; more can be found in the [Learn to Lead Activity Guide](#) in the online cadet library. Cadet facilitators, who have likely seen most of the challenges previously, should set up and monitor the challenge rather than participating directly. After the challenge, cadet facilitators should point out to their groups any striking examples of positive teamwork behaviors and, if appropriate, demonstrated behaviors that did not match those identified in the earlier exercises.

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- **Evaluation:** You could do this as a competition or give the cadets time to organize their team using the principles discussed in the lesson.

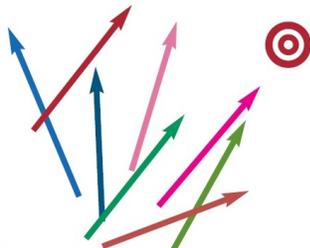


1 FORMING

Stage 1: Forming

When the team comes together, there is usually chaos.

1. _____
2. _____
3. _____



2 STORMING

Stage 2: Storming

Individual personalities begin to show themselves.

1. _____
2. _____
3. _____

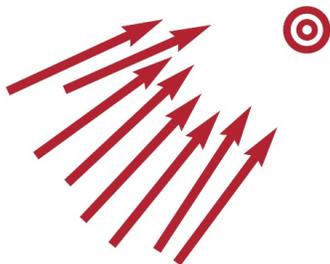


3 NORMING

Stage 3: Norming

The team is coming into its own.

1. _____
2. _____
3. _____



4 PERFORMING

Stage 4: Performing

The group has become a team.

1. _____
2. _____
3. _____

THE TEAM'S LIFE CYCLE

How are teams made? What does it take to transform a bunch of people into a unified team? One researcher, Bruce W. Tuckman, argued that most teams typically pass through four stages on their journey from disorganized group to effective team. This model is so easy to remember that “forming, storming, norming, and performing” has become a popular leadership slogan.⁶⁶

Stage 1. Forming. *When a group first comes together, there is usually chaos.* Everyone is pointed in a different direction. People may not know what to expect. That uncertainty may make people fearful. And having not yet invested time or energy in the team, its members are apt to have a limited commitment to its success. When a bunch of nervous and confused first year cadets report to their flight for encampment, they're forming.

Stage 2. Storming. *As the team begins to take shape, individuals' personalities begin to show themselves.* People struggle to assert their personal needs and goals. Some may battle for attention. As these competing personalities and individual needs clash, team members come into conflict with one another. At this early stage, the team lacks the trust necessary to truly work in unison.

Stage 3. Norming. *Now the team is coming into its own.* The leader's standards gain acceptance by the team and the team members themselves set standards about how the team will work together. Because the uncertainty of the forming stage and the conflict of the storming stage is dying down, people feel more secure. They become more committed to the team's mission and one another. The team is more successful.

Stage 4. Performing. *At last the group has truly become a team. Performing is the stage at which the team is at its best.* After what was probably a rocky start, the team is now entirely focused on the team's goal. Although there's always room for improvement, here the team is fine-tuning its ability to work together. The underlying fundamentals are in place for the team not only to succeed but to reach its full potential.

Team leaders need to be aware of the “forming, storming, norming, and performing” principle of team dynamics so they can provide the right support at the right time. A different style of leadership is needed based on the team's situation. Situational leadership will be discussed in depth in a later chapter.

