

TIDEE

Transferable Integrated Design Engineering Education



UNIT 3: Building Competent Teams

Session 1: Building an Inclusive Team

Unit 3: Building Competent Teams

Session 1: Developing Teams through Positive Communication

Announcements and Objectives for the Day (10 minutes)

- Create new teams.
- Develop positive understanding of how roles affect performance.
- Develop strategies to create and maintain quality teams.
- Understand the dynamics of new people joining or vacating a team.
- Develop strategies to include new members

Establish Times Available to Meet Outside Class (5 minutes)

- Fill out the form to show when you are available to meet outside class.

Form New Teams (5 minutes)

Form five teams with at least four members on each team. No team may have more than six people on their team. If you choose you may pair up with a person from your previous team. No team may have three members from a previous team. Make sure that your team can meet outside of class for at least two hours per week.

Roles and Responsibilities (22 minutes)

Strategies for Developing Effective Teams (25 minutes)

Integrating New People into the Group (18 minutes)

Reflectors Report

Team reflector orally presents brief statements that describe:

- Our primary strength as a team in integrating new members was . . .
- An area in which our team could improve was . . .
- One strategy for improving the process of including new members is . . .

Student Availability Times

Name _____

Phone _____

Major _____

Fill in the blanks when you are available to work on team projects

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7:30 a.m.							
8:30 a.m.							
9:30 a.m.							
10:30 a.m.							
11:30 a.m.							
12:30 p.m.							
1:30 p.m.							
2:30 p.m.							
3:30 p.m.							
4:30 p.m.							
5:30 p.m.							
6:30 p.m.							
7:30 p.m.							
8:30 p.m.							
9:30 p.m.							
10:30 p.m.							

Activity: Roles and Responsibilities

Objective: Team members learn definitions of team member roles and how these roles support an effective team process.

Tasks

1. Each member reviews the team role and the job responsibilities for that role. Manager, Recorder, Reporter, Reflector, Explorer are identified in the handout.
2. Each team member decides where he or she would make the largest positive impact to the team if they were selected to function in that role.
3. Each team member in turn describes what experience they have had that would contribute to that role for the team.
4. Team members select a team manager, recorder, reporter, and reflector. Everyone else on the team is an explorer.
5. Place the tents with the job description and title in front of each person selected for the job.
6. Discuss the anticipated results (both pro and con) of not being restricted to a single role and allowing multiple team members to perform different or multiple roles.

Deliverables

Team reporter prepared to present anticipated consequences of team members being allowed to participate in multiple roles.

Criteria for Success

- Members understand and can describe the most important responsibilities of their chosen roles.
- Teams learn how to come to a consensus.
- Reporters represent the results of their team.

Resources

- Handout on "Responsibilities of Functional Team Roles"
- "Tents" with roles and responsibilities
- Fifteen minutes of team discussion time

Handout: Roles and Responsibilities for Name Plate "Tents"

Team manager:

- 1) Maintaining team focus
- 2) Keeping everyone involved in the learning processes
- 3) Keeping the process enjoyable and rewarding for everyone
- 4) Ensuring members perform their roles
- 5) Setting meetings and meeting details
- 6) Ensuring that every team member can explain what has been learned.

Recorder:

- 1) Capturing essence of ideas
- 2) Legibly and articulately recording information for permanent record
- 3) Assessing information and raising questions as needed for clarification
- 4) Clearly communicating complex ideas
- 5) Effectively document team member interactions

Reporter:

- 1) Clearly and concisely communicate orally complex ideas
- 2) Assessing information to identify most important parts
- 3) Synthesizing multiple ideas into coherent whole representations
- 4) Organizing information for orderly presentation
- 5) Effectively use visuals to communicate information

Reflector:

- 1) Observing group interactions and progress
- 2) Providing feedback on the learning and problem solving processes
- 3) Forming observations into constructive statements
- 4) Providing regular (every 15 min.) updates on process strengths, improvements, insights
- 5) Giving suggestions on improving the team's time efficiency

Explorer:

- 1) Providing energy to motivate the team
- 2) Providing wild and crazy ideas when appropriate
- 3) Checking to see if enough possibilities have been explored
- 4) Periodically checking to see if ideas are technically feasible
- 5) Suggesting resources that can be used

Activity: Strategies for Developing Effective Teams

Objective: Team members develop strategies for improving small team performance.

Tasks

1. Each team will be assigned one of the following topics. Our team is assigned
2. Developing team identity and commitment
3. Establishing trust and teamwork
4. Helping your team through strife, gripes and group disagreements
5. Avoiding growing moldy
6. Creating and performing meaningful roles to support team efforts
7. Developing a prioritized list for establishing the purposes of team meetings
8. Defining specific observable requirements or outcomes of meetings that demonstrate the achievement of your purposes
9. Identifying procedures your team will follow to support success of meetings
10. Discuss how your assigned topic affects team performance.
11. Generate strategies on how to improve the performance of a small team or committee.
12. Prioritize the strategies for effectiveness.
13. Prepare an oral report to be presented at the conclusion of this activity.

Deliverables

Team reporter prepared to present strategies for improving team performance.

Criteria for Success

- Teams create strategies that are useful for multiple situations.
- Team members listen and build on contributions of other team members.
- Team members gain a sense of becoming a functioning “team”.

Resources

- Team members past experience with small group activities.
- Twenty minutes of team discussion time

Activity: Integrating New People into the Group

Objective: Team members assess their performance on integrating the new people into their group.

Tasks

1. Team members who joined the process during the last activity describe how well they felt they were assimilated into the team. For example, were they brought up to speed quickly, asked to contribute, helped in the decision making process, etc.
1. Other team members reflect on this same process
2. Team assesses the effectiveness of assimilating new person into the team by answering the following questions:
3. What were the strengths of the process?
4. Where could have our team improved?
5. What can team members do to have new members become actively involved in the process?
6. Help the reflector prepare a report for the group.

Deliverables

1. Our primary strength integrating new members was . . .
2. An area in which our team could improve was . . .
3. One strategy for improving the process of including new members is . . .

Criteria for Success

- Members find new ways to improve the processes of including new members on a team.
- Teams understand more fully the importance of team dynamics.

Resources

- Experience of previous team activity
- Twelve minutes of team discussion time