

Teacher’s Manual for 5A: The Importance of Collaboration & Teamwork

Module Key Learning Target:

- I can identify how I work best in collaborative settings and try new strategies to be more effective.

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*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

Individual Activity: Teamwork Stations Survey

Suggested Timing: 15 to 20 Minutes

Materials: Question Signs for Stations; Teamwork Stations Survey Cards

Facilitation Steps:

1. Explain to students that they are about to begin an activity that will have them move around the room to different stations. Explain that each station asks a question and offer different ways each teamwork styles might think about the situation.
2. Students should go to each station and choose one card that they think sounds the most like them.
3. Once the students have all of their cards, have them add up the number of each teamwork style and enter it in their manual.
4. Have students identify which teamwork style works best for them.

What Do You Think: Teamwork Stations Survey

- Visit the stations around the room and take the cards that match your opinions.
- Add up the number of cards you picked of each style and write the number on the lines next to the pictures.
- Complete the writing prompt.

There are no wrong or right results.

Tips for Successful Implementation/Assessment:



Accommodation:

- If you have multiple staff in the room, consider posting them at different stations to help read and explain the choices to students.
- If some students struggle with the reading requirement, or are otherwise hesitant to go to stations by themselves, pair them with a partner to complete the activity. Each should still collect their own cards.



Organization/Class Management:

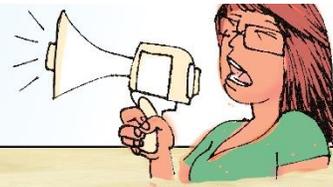
- Offer as many stations as you believe students may need, there are seven stations, but if five are better for your students use that many.
- Make sure that you print out plenty of cards for each option at each station. You do not want to run out of a particular option.



Dig Deeper/Extensions:

- If possible, have students meet in their teamwork groups to discuss strengths and weaknesses of their preferred style.

WHAT DO YOU THINK: Teamwork Stations Survey



Understanding your Results

There are no wrong or right results. Most people will find that they identify more with two or three of the teamwork styles. Remember, even if you connect best with certain styles, you can still contribute to a team in other ways. **In work and life, it is all about using your strengths to overcome challenges and decide how you want to grow!**

DIRECTIONS Visit the stations around the room and take the cards that match your opinions. Add up the number of cards you picked of each style and write the number on the lines next to the pictures. Then, complete the writing prompt below.

	<p>The Facilitator: _____</p> <p>open to everyone's ideas, looks to build consensus, and wants any project to reflect the group's efforts.</p>		<p>The Planner: _____</p> <p>likes to organize and design, can prioritize what needs doing now versus later, and willing to listen as well as delegate</p>
	<p>The Communicator: _____</p> <p>always ready to talk about ideas and give positive feedback, seen as a good listener, and often has a good sense of humor</p>		<p>The Worker: _____</p> <p>likes a clear plan, is dependable, takes pride in their work, and wants others to work hard too</p>
	<p>The Collaborator: _____</p> <p>likes working with others, willing to pitch in and help out, and looks to connect with teammates</p>		<p>The Questioner: _____</p> <p>not afraid to ask the tough questions or disagree with leadership, and often pushes a team to be creative and take some risks</p>

The teamwork style that I connect most to is _____ because _____



Assessment:

- Circulate to help struggling students. Students should collect all the station cards offered.
- Are students able to understand their teamwork styles based on their comments?"

Partner Activity: Collaboration Roles in Specific Work Settings

***Optional:** This activity focuses on thinking about another perspective when working in a team. If you think that most students understand how to consider others, you may want to skip this activity.

Suggested Timing: 20 Minutes

Materials: Work Setting Situations

Collaboration Roles in Specific Work Settings

- Work with your partner to summarize the situation and discuss what each type of team player may be able to contribute to the specific task or project.

- Discuss what challenges different types of team players might encounter during this project.

Facilitation Steps:

1. Explain to students that now that they are familiar with different types of teamwork styles, it is time to think about how these teamwork styles would work in different work settings.
2. Read the instructions as a group. Then, pair students up, preferably with someone who has a different teamwork style.
3. Distribute one situation to each pair. There are four different situations, so some pairs may have the same. **Avoid giving neighboring pairs the same situations.**
4. Give pairs about 5 - 8 minutes to discuss the situation and write down ideas.
5. Then, ask different groups to volunteer to share some of their thoughts.

Tips for Successful Implementation:

 <p>Accommodation:</p> <ul style="list-style-type: none">• Make sure groups are able to read and comprehend the situations. Otherwise, they will struggle to evaluate the teamwork styles for strengths and weaknesses. Circulate to read, clarify or answer questions.	 <p>Organization Management:</p> <ul style="list-style-type: none">• You may choose to have students look at two situations and see what solutions the different groups propose.
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Collaboration Roles in Specific Work Settings

DIRECTIONS

Your instructor will give you a situation. Work with your partner to summarize the situation and discuss what each type of team player may be able to contribute to the specific task or project. Also discuss what challenges different types of team players might encounter during this project.

Worker	Ways to contribute	Challenges
Planner	Ways to contribute	Challenges
Communicator	Ways to contribute	Challenges
Questioner	Ways to contribute	Challenges
Collaborator	Ways to contribute	Challenges
Facilitator	Ways to contribute	Challenges

 **Assessment:**

- Did students understand how different teamwork styles might be more helpful in certain situations?
- Were students able to justify their perspectives on how the different roles would operate in the situation?

Group Activity: Exploring the Benefits of Diverse Workplace Teams

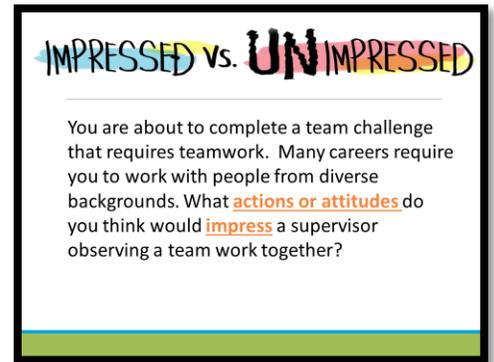
Optional: The point of this activity is to help students see how different perspectives lead to clearer and more thoughtful collaboration. If you think that most students understand this very well or at least somewhat well, you may want to skip or shorten it.

Suggested Length: 20 to 25 Minutes

Materials: Drawing Elements and Work Settings pages

Facilitation Steps:

1. Have students complete the Impressed vs. Unimpressed using behavior that would impress a future supervisor.
2. Separate students into groups of three.
3. **Part A Instructions:**
 - a. Have each group send a representative to choose two of the drawing elements without looking.
 - b. Review the rules for this activity.
 - c. Allow the group five minutes to draw the work scene.
 - d. After five minutes have concluded, have the group representative come back and choose three more drawing elements. Allow students five minutes to draw using the new elements.
 - e. Discuss the experience.
4. **Part B Instructions:**
 - a. Give each group a setting.
 - b. Have students think through the role and perspective different people would bring to their setting.
 - c. Allow groups to choose a reporter to share-out.
5. Have students rate themselves.



Plus 3 additional slides

Tips for Successful Implementation:

 <p>Time Management:</p> <ul style="list-style-type: none">• You can condense the activity by just completing one part and using the debrief questions.	 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• You may choose to have student design a particular work setting.• Encourage all students to discuss a time their perspective helped to make a project better.
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IMPRESSED vs. UNIMPRESSED

You are about to complete a team challenge that requires teamwork. Many careers require you to work with people from diverse backgrounds. Part of being an effective team member is recognizing each other's strengths as well as challenges. What actions or attitudes do you think would impress a supervisor observing a team work together?

Partner Activity: Exploring the Benefits of Diverse Workplace Teams

Part A:

DIRECTIONS You and your team members will work together to make a drawing using the elements on the cards provided. There will be two rounds. Listen to the instructions carefully.

Rules:

- You can only use the drawing elements on your card.
- You must work with your team.
- Your picture must show a scene of a person at work.

Round 1 Drawing:



Round 2 Drawing:



Exploring the Benefits of Diverse Workplace Teams

Part B:

DIRECTIONS You and your team members will work together to brainstorm some of the benefits of working on different teams in different settings. Your instructor will give you a setting. Take notes and answer the questions about your experience.

Setting: _____

1. What are the advantages of having workers of different ages, backgrounds, genders, training, etc. on the team in your setting?

2. What might happen if some of these perspectives were missing in this setting?

3. How can different perspectives make a project better?

Self-Rating: *if an employer or professor had been observing me during this session, I think they would have given me a ...*

_____ **out of 5** for my collaboration

because ...



Assessment:

- Did students understand how different teamwork styles might be more helpful in certain situations?
- Were students able to justify their perspectives on how the different roles would operate in the situation?

Intentionally Blank

Session Wrap-Up

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Review the learning target, then ask students to take a moment to note the components of this reflection page.
2. Have students assess themselves with the Target Check-In; remind them that this reflection is private and that no one will be asked to share their responses, and that there is no “best” answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
3. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

Learning Target

- I can identify how I work best in collaborative settings and try new strategies to be more effective.

Plus 1 additional slide

Tips for Successful Implementation:



Dig Deeper/Extension:

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



Organization/Class Management:

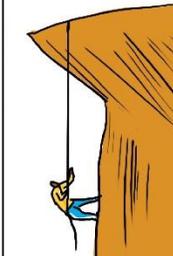
- If possible, have students keep their team style present and ask them to make their own groups moving forward.

Session Wrap-Up

I used to think

But now I think

Target Check-In

Read the learning target and check the rating that best matches how you feel.				
	1 Not sure ...	2 Working on it ...	3 Almost there ...	4 I can do it!
I can identify how I work best in collaborative settings and try new strategies to be more effective.				

I feel this way because ...

 **Assessment:**

- Are students able to articulate how this lesson changed their thinking around working on a team?
- How are students understanding of the learning targets linked to future learning through work?

Resources for Module 5A in Teacher's Manual

	Standard Resources	Page
1.	Teamwork Station Survey Questions and Cards	13
2.	Work Settings	27
3.	Drawing Elements: Part A	29
4.	Settings: Part B	30

#1

How do you work in
a group?

#2

How do you go
about solving
a problem?

#3

When it comes to group work, how would others describe you?

#4

In a group, how do you react to stress or challenges?

#5

What do you expect
from an effective
leader?

#6

What do you expect
from an effective
teammate?

#7

What do you do
when you first start
working with new
people?

“The Worker”



I just want to get to work on whatever needs to get done.

1

“The Planner”



I want to help organize and prioritize the work to be done.

1

“The Communicator”



I like to talk through and be clear on what everyone needs to do.

1

“The Questioner”



I usually have questions about why certain things need to be done.

1

“The Collaborator”



I look for who I can work with or who could use my help.

1

“The Facilitator”



I like to answer questions, offer ideas and suggest who should do what.

1

“The Worker”



I’m open to people’s ideas and glad to get to work on their suggestions.

2

“The Planner”



I try to break the problem down into manageable parts.

2

“The Communicator”



I want to discuss how best to get back on track.

2

“The Questioner”



First I want to know the what, why, who and how of the problem.

2

“The Collaborator”



I remind everyone that together we can handle whatever comes our way.

2

“The Facilitator”



I’m pretty quick to step in and offer my suggestions how to fix things.

2

“The Worker”



That if you want something done, then I’m the one to ask.

3

“The Planner”



That if you want it done right, then I’m the one with the plan.

3

“The Communicator”



That if you want everyone to be heard, then I should be on the team.

3

“The Questioner”



That if you want the work on target, I’ll keep the group on their toes.

3

“The Collaborator”



That if you want everyone on board, then I should be on the team.

3

“The Facilitator”



That if you want a strong product, then I can keep the group on task.

3

“The Worker”



I don't get too upset and stay ready to jump back into the work.

4

“The Planner”



I usually challenges as a kind of puzzle to solve.

4

“The Communicator”



I try to joke around a bit to get people to relax.

4

“The Questioner”



I sometimes am quick to let others know-how annoyed I am.

4

“The Collaborator”



I would call a brainstorm session to get ideas on what to do.

4

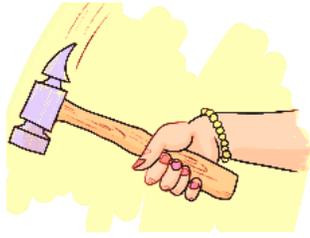
“The Facilitator”



I would reflect the situation quickly and bring my answers to the group.

4

“The Worker”



Clear instructions on the role they need me to fill.

5

“The Planner”



A well-organized plan, with doable steps and reasonable deadlines.

5

“The Communicator”



Excellent communication skills when explaining their ideas.

5

“The Questioner”



Enough confidence to answer tough questions and address concerns.

5

“The Collaborator”



An ability to recognize and acknowledge the role everyone plays.

5

“The Facilitator”



A clear vision and a winning attitude.

5

“The Worker”



That they work hard and don't let the group down.

6

“The Planner”



A willingness to take on responsibilities as needed.

6

“The Communicator”



Courtesy and kindness as well as naming a problem when they see it.

6

“The Questioner”



An open mind when it comes to troubleshooting a problem.

6

“The Collaborator”



A willingness to work well with others and to be flexible.

6

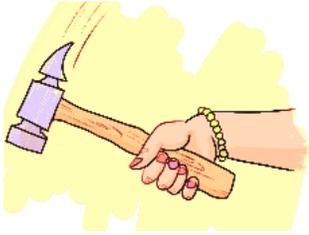
“The Facilitator”



That they're ready to take instructions and do their best.

6

“The Worker”



I often hang back until it's clear what jobs there are to do.

7

“The Planner”



I start taking notes on names, interests, skills, ideas, etc.

7

“The Communicator”



I introduce myself and talk about what I bring to the table.

7

“The Questioner”



I try to figure out who everyone is and how the work might go.

7

“The Collaborator”



I see who I already know and then make introductions and connections.

7

“The Facilitator”



I tend to try to figure out who I think will work well with me.

7

Work Settings

Situation 1

A local tool and dye firm has agreed to let a company come in and produce an informational video about workplace safety. During the video production, employees will be expected to cover for each other as well as come in early and stay late to meet production quotas.

Situation 2

The software development firm you work for finds it has a backlog of “tickets” – customer requests either for new software development or for help troubleshooting glitches in existing software applications. An email goes out asking for a few hours of overtime from everyone on your team.

Situation 3

The insurance company that refers most of its drug testing work to your lab has just sent in two large rush jobs. The lab is already busy but can't afford to lose these kinds of referrals.

Situation 4

The new administrator at the conference center has asked for a complete department by department inventory. You and your team are expected to complete this added responsibility after your Sunday evening shift.

Situation 5:

The other branch of your company suffered a fire over the weekend. Your shop has been asked to provide support both in terms of taking on extra work and helping in the cleanup efforts.

Situation 10:

The flu has hit your hospital hard in the last week. The nursing staff has been asked to provide support both in terms of taking on extra work and helping in the preventative care and extra sterilization efforts.

Situation 5:

The robotic teams must design a robot that can be used as a human companion to assist elderly adults. The team must construct a budget and build a functional model. The robot must contain a voice interface and be fully mobile. It is important that the instructions are easy for the user. The robot must be able to adapt to different care situations. The team has to complete the project in a month if they wish to have the project funded.

Situation 7:

A social services agency that refers most of its GED/HiSET candidates to your literacy center has just referred 12 new students. The two classrooms you run are already full, but you don't want to lose such a good source of referrals. And you don't want any of these people to lose time or interest in pursuing their education.

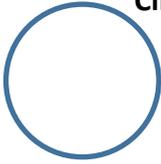
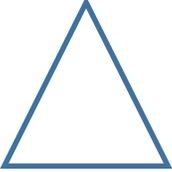
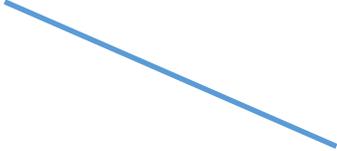
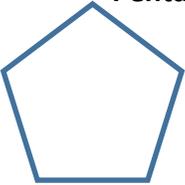
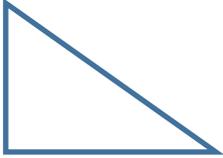
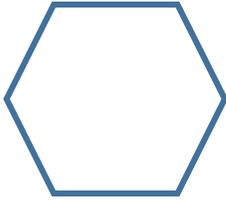
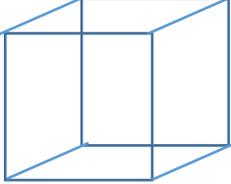
Situation 6:

Your office has contracted with a local college to help better coordinate their various networks (student services, academic registry, extra-curricular enrollment, etc.) that track student engagement. Each time your team sits down with the college administration, they adjust their wish-list, dropping some previous goals/expectations modifying others and adding entirely new ones.

Situation 8

Your team has been assigned to work with an important client around their website – several issues have come up: internet access has been slow intermittently throughout the day, the IP phone voice quality is also poor during these same periods, and the client wants to change the appearance of their sales interface.

Part A: Drawing Elements

<p>Circle</p> 	<p>Square</p> 
<p>Equilateral Triangle</p> 	<p>Line</p> 
<p>Pentagon</p> 	<p>Right Triangle</p> 
<p>Rectangle</p> 	<p>Hexagon</p> 
<p>Sphere</p> 	<p>Cube</p> 
<p>Arrow</p> 	<p>Cloud</p> 

Part B: Settings

Healthcare service team for a 25 year old cancer patient	University admissions board that has to select 120 freshmen from its pool of 500 applicants
Advertising team with print and social media ads for a new clothing brand	Music Production Studio that is designing an internship program for people between the ages of 16 to 25 years old
Pharmaceutical team developing a new cream for diaper rash	Media Production team that has to produce a television show
School Education Leadership team that is expanding the school from grades 9-12 to 8-12	Summer Camp for 5 to 12 year olds that is planning their summer activities and trips for June through August
Construction Company that is responsible for making a LEED building complex that will contain shopping center, residential care facility and day care setting	Retail store that cares clothes for men, women and children
Restaurant Group that wants to open a new restaurant in Springfield, Massachusetts	Hotel that wants expand its offerings to marine activities