

**WEEK 8: BUILDING TEAMS**

**1. WORKING WELL IN TEAMS:** All teams are groups, but not vice-versa.

**GROUPS** are people with a unifying relationship. E.g. group of international students (thus usually larger than teams)

**TEAMS** are a group of 2 or more (TEXTBK: between 5-8 members) people who interact with each other and are mutually accountable for achieving common goals; it is the shared goals and accountability of members that make a team different from a group.

**2. WORKING WITH STAGES OF TEAM DEVELOPMENT:**

-How much are we alike?

- How different? **TEAM DIVERSITY:** Age, gender, degree choice, learning styles, language spoken, culture and background, personality, ways of working, aspirations, health, abilities, Part time/ Full time students

-It is important to see the diversity in teams as an opportunity for creativity and the sharing out of tasks to suit individual strengths. Differences need to be managed to ensure everybody has equal opportunities to be involved and part of team activities. In workforce, managers and leaders need to make sure this happens.

-Search for different points of view. Draw on the diversity and different strength of your team members to really see if you can come up with something unique.

-Show potential employers that you can engage with people with diverse backgrounds: In the global workforce and multicultural society in which we live, this is becoming increasingly important.

<p><b>(TBL)TEAM BASED LEARNING SUCCESS ensures:</b></p>	<p><b>DISADVANTAGES:</b></p>
<p>-Higher quality decisions: draw on strengths of members in groups.                  -Increased commitment to the task at hand when others are dependent on the outcomes.                  -Deeper learning: diversity of points of view. Teams are able to discuss key points in depth with others which leads to a more enriched form of learning rather than traditional forms of learning.                  -Better results: can outperform their best individual member, even the worst team can typically outperform the best student in class.</p>	<p>-Inefficiency: have to make sure they are on task, excessive socialising, and too much effort on consensus.                  -Groupthink: (a form of group peer pressure) teams can generate too much pressure on members to try and fit into the social norms formed by the group → Can cause group members to withhold contrary, important, unpopular opinion or facts. → Result in decisions that are much worse than the team might have made individually. Thus make sure team members are not upholding important information.                  -Social loafing: teams do not do their fair share, and let others take up the slack; occurs when individual’s opinions are less likely to be noticed. TO AVOID THIS, EACH MEMBER NEEDS CLEARLY DEFINED ROLES.                  -Communication breakdown: if team members are no longer able to communicate with each other, any gains made from TBL are lost.</p>
<p><b>EFFECTIVE TEAMS:</b> To be effective teams need to have                  -A clear sense of purpose: members need to clearly understand what is expected of them.                  - A culture that encourages open and honest communication, need to be able to discuss, debate and even argue without team members feeling resented.                  Members need to have a quality of being heard and listened too, including having their ideas listened too and strengths observed.                  -Creative thinking: and considering unusual opinions: this should be encouraged in teams in order to achieve new ideas.                  -Roles and accountability: team members must have clearly defined roles and must complete tasks assigned to them.                  -Focus: stick to task at hand and focus.                  -Decision by consensus: if too much time is focused on this aspect a decision is rarely made due to lack of time. Sometimes a decision must be committed even if a member does not completely agree with it.</p>	

## STAGES OF TEAM DEVELOPMENT



WHILE FORMING: icebreaking; what is important it is important to focus on goals, what is our focus as a group?

-So when fighting/STORMING (team member's personalities come through) occurs, roles can be delegated. These refer back to the shared goals. Arguing over common goal, how are we going to get there?

-Thus NORMING focuses on norms, are our team strategies agreed upon by all roles → Harmony and acceptance occur.

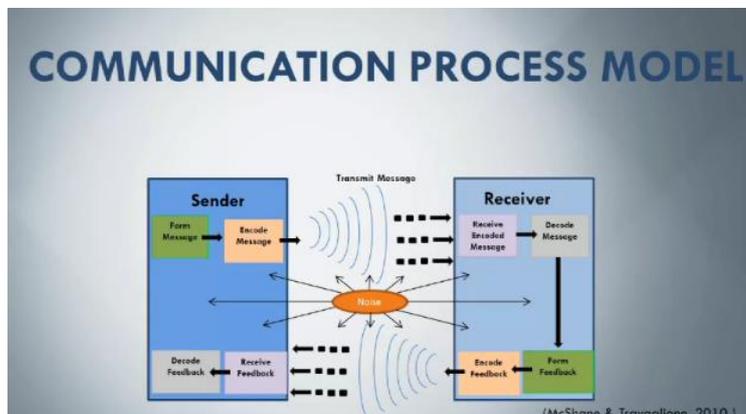
The performing stage helps members really commit to team goals, problems are solved and agreement is handled with maturity in the interests of achieving goals.

-ADJOURNING: after a task is completed → follows on from performing.

Issues are wrapped up and the team is dissolved.

These stages are not linear: if a member leaves or is added, teams may have to redo the forming, storming and norming stages.

### 3. ACHIEVING EFFECTIVE TEAM COMMUNICATION:



Communication is KEY to successful teamwork. It flows between the channels of a sender and receiver.

-Text, email, phone call, face to face, social networking etc. are all examples of communication transmission.

- Non- verbal communication could include, facial expression, loudness/tone of voice etc...

-NOISE= social and psychological barriers that obscure and distort the senders intended message.

-If any part of this process is distorted or broken the sender and receiver will not have a common

understanding of the message. People can misinterpret messages, information gets filtered out, jargon and technical language can be lost in the process. Language barriers can exist → same word, different meanings.

-Diversity and change o workfoc can bring about new communication barriers, e.g. communication differences between men and women.

In order to get a message across the sender needs to:

-Emphasise with the receiver, repeat messages when necessary, be descriptive and evaluative and listen well.

The RECEIVER needs to:

-Postpone evaluation until the end of the message, avoid interruptions, clarify if necessary and respond to the sender.

AFTER THIS IS DONE: roles are swapped sender=receiver, receiver=sender