

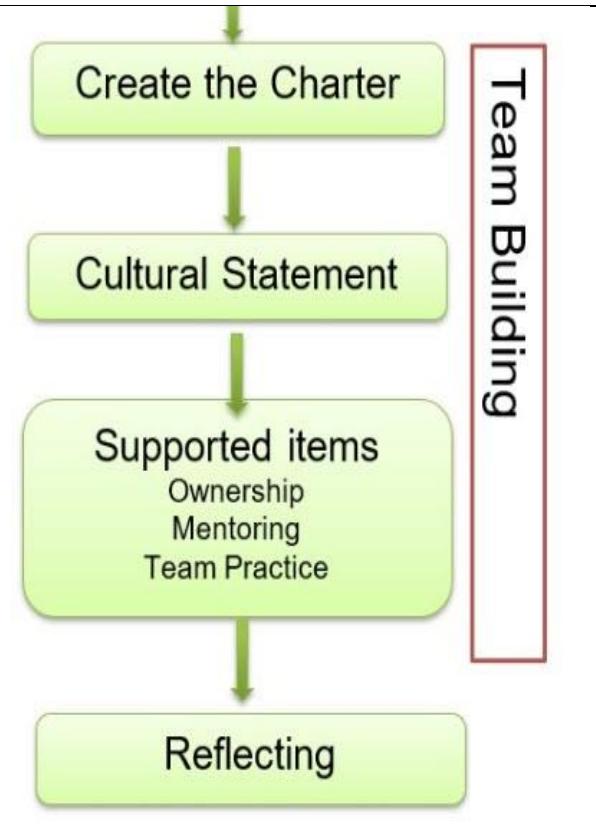
## Team Building How to begin:

Follow the graphic flow chart on the right and develop your answers to the questions or thoughts.

The first task is the create a charter by defining the Purpose and goals of the team.

Next work on the elements of creating the team cultural statement

Item
Interpersonal skills
Norms <i>Guide acceptable behavior</i>
Rituals
Beliefs <i>Something that is accepted</i>
Values
Sports/Music Analogy <a href="#">Jazz experience</a>



**Dealing with conflicts in the team... learn to see your team mates as humans beings like you.**

Insure active listening to each other

Seek understanding not agreement

Outline the issues

Build dialogue

Agree to an action plan

Insure you follow up.

Be positive

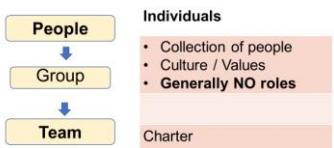
[Resource](#)

## Flow chart



Introduction to creating a team:  
Why do we need a team?  
Review U-Tube video's

#### Path of creating a team



Question: How could this be like a path?

good for a team?

#### Do Organizations have a Culture?

Discussion of the elements of the community culture

What is the culture of the team?

How is a learning team like a sports team?

What are our values?

#### Write up the results

The school will foster a **Team/community** based culture of a learning environment, with all treated as adults and with respect. What is our classroom culture? (How are we going to operate?)

Elements to discuss



- Elements of Culture
  - Language
    - Communication
  - Symbol
    - Gesture, sound, color, design
  - Values
    - Goodness and beauty
  - Beliefs
    - Shared ideas
  - Norms
    - Rules and expectations
  - Rituals
    - Rites and Public ceremony

Work-01032021 Is diversity

#### Essential Questions I must answer:

- 1. What do I bring to the team?
- 2. What are our commitments to one another?
- 3. What differences exist between us?
- 4. How will we operate?
- 5. How will we know we are succeeding? What benefits does a team approach help in solving problems?

How are we going to work together – handle conflicts

#### Creating a team charter

The Charter Covers:

- Goals ( Fun, ....),
- How will we be measured at the end,
- Roles that the team will do, (Scribe, Captain, Planner, Advisor, Tester, Public reporter, )
- Our values, ... Curiosity, Trust, Flexibility,
- Deliverables?
- How will we handle conflicts?

Sports team  
Jazz group  
Project team



## **Next Article-Teams:**

### **1 Turn Groups into Teams**

*All students understand the concept of teams, but unless a coach has explicitly taught them principles of teamwork, they rarely understand the underpinnings that make teams succeed. A good first step is to establish the difference between groups and teams.*

#### **Five principles define a team:**

**Commitment.** Teams consist of individuals committed to the success of the team and to upholding their individual responsibilities to make the team work. If one individual fails to contribute, the team may fail.

**Knowledge of strengths and roles.** Team members know how to best contribute to a team. They know their roles and obligations, as well as when and where they will likely need help.

**Focus on a common goal.** Groups focus on process; teams focus on achievement. Teams work best when the goal is well defined and doable. All teamwork begins with the end in mind: What do we need to create, produce or achieve?

**Ability to critique performance.** Teams continuously improve by regularly reviewing objectives, measuring accomplishments, and deciding next steps. They learn from one another through objective praise and analysis

**Acceptance of a process.** Teams operate by formal mechanisms and guidelines designed to foster efficiency, communication, and productivity. Forming a team to accomplish goals is often a good choice. You may want to share with students some of the key reasons why they should work in teams:

**Motivation.** Many times, you can meet your individual goals only through group success.



**Social cohesion.** When more than one person cares about a goal, it's easier to accomplish it.

**Cognitive advantages.** The group mind increases mastery, finds divergent solutions, and improves critical thinking.

**Cognitive elaboration.** If you can explain a concept to a teammate and discuss it in depth, you understand it.

**Interpersonal skills and self-awareness.** Putting team members together forces students to know one another better, appreciate strengths and differences, and engage in growth-inducing reflection on their personal habits and personality attributes.

Establish the differences between groups and teams through discussion, reflection, or guest speakers from industry who can talk about the central role of teams in business. Once the discussion is over, however, you will need to consistently employ a set of tools to train students in teamwork. This process can be lengthy and frustrating, but teaching students to work in teams is one of the most important goals of a twenty-first-century teacher.

Keep in mind that teams operate in stages. Early on, they may not be effective. Give them the time and support necessary to get better at their job, just as individuals do. When the teams begin to function at a higher level, move the bar of assessment higher.

### Build Collective Knowledge through Collaboration

1. Prepare the Teams
2. Insist on Norms
3. Empower Students to Coach One Another
4. Challenge the Teams
5. Value Beautiful Work

Once the project is under way, the focus shifts from organizing to performing. Your ultimate goal is to have students take responsibility



for the quality of their products and learn tools for reflection, analysis, and judgment that result in peak performance and outstanding products. In projects, this process occurs through collaboration, either using whole-group collaboration in lower grades or forming high-functioning teams with older students. Research in learning confirms that collaboration leads to deeper understanding, higher-order thinking, and better performance on complex tasks. But the ultimate power of collaboration stems from the experience of discovering solutions that cannot be found by the individual alone. Teaching how to work together as a coherent team, in pursuit of quality or a purpose, is one of the most profound gifts you can give to your students.

## 1 Prepare the Teams

Forming teams that will do quality work is a crucial task in the first days of the project. The earlier team members begin to work together, the more responsibility for the project they take on. Follow a step-by-step process. Allow for these steps in your Project Schedule (see the form at the back of this book).

- **Discuss teams versus groups.** Remind students of the difference between a group and a team. A team relies on each member's commitment to one another's success, has a well-defined purpose, and uses the combined resources of the team to produce a better product.
- **Issue guidelines.** The process of actually forming teams can be highly directive (you may choose all members beforehand), or it can be a longer process of self-selection based on interests and abilities. If you opt for the longer process, have strict guidelines in place when you introduce the project. Decide the size of teams (teams of three to five members work well, but use your best judgment), how teams will function, and the criteria that students will use to decide how teams are formed.



- One rule of thumb: If teams have not worked well before, take more time with the team selection and formation process
- **Balance teams.** No team exists in which every member contributes exactly the same amount of time, energy, and expertise. Humans vary—and it is your job to get the best combination of students on each team. Introduce exercises to help students identify their strengths and potential contributions, or simply assign team membership based on past performance, your knowledge of the students, and goals for the project.
  - **Require team roles.** Assign roles for team members, or let students decide on their roles. Give them time to work out issues. Determining roles is a valuable lesson in negotiation and teamwork.
  - **Teach the cycle of reflection and perfection.** Link the conversation to the expectations of the work world. Establish the idea that reflection and revision lead to quality work. Consistently test teams to make sure they are moving in the direction of higher quality. Never wait until the conclusion of the project to review and assess student work.
  - **Early in the project, introduce the concept of continuous improvement and the cycle of quality.** Many variations exist in this cycle, but all contain the same basic elements. One simple version, for example, looks like this:

*Informal guideline about what is considered normal (what is correct or incorrect) social behavior in a particular group or social unit*

**2 Insist on Norms At the beginning of the project,** set expectations and lay the foundation for smooth team functioning. Expect teams to operate by agreements and norms. At the same time, recognize that this process is ongoing. Early in the project, all team members should be able to answer the following five questions:

1. What do I bring to the team?



2. What are our commitments to one another?
3. What differences exist between us?
4. How will we operate?
5. How will we know we are succeeding?

You can take a number of actions to develop performance standards and direction:

**Help teams set norms.** With younger students, this step may require more time. Teams should begin with agreements on how they will operate, speak to one another, honor their commitments, and handle breakdowns. Each time a new member joins a team (if a new student arrives, or if teams get reshuffled for any reason), the team needs to readdress their norms. Approve contracts and operating documents. Norms vary, from informal short lists of agreements to more comprehensive contract documents. If you want teams to write a longer document, allow time in the Project Schedule.

**Reflect on commitments.** Have students discuss their commitments to one another's success—and why they could fail. How will they regroup?

**Reflect on strengths.** After students understand the project, have them examine and reflect on the strengths and challenges they bring to the team.

**Review rubrics.** Teams should review the assessments for the project so that their tasks and objectives are clear.

**Mine for conflict.** Take time to discuss differences and potential personality conflicts.

**Have teams identify the skills necessary for success.** Discuss problem solving, communication, listening, objectivity, empathy, and asking for help.



**Emphasize first meetings and initial actions.** Start fast. Give teams a task to accomplish right away. Review results. Set a quick pace, with high expectations.

**Intervene early.** Be ready to regroup and go back to basics if a team falls apart. Remember that introducing a new team member requires revising the norms.

**Use positive feedback.** Becoming a good, contributing team member takes time and maturity. Look for what students are doing right as team members. Use positive feedback to instruct other team members.

**Celebrate success.** If a team finishes tasks early or shows signs of good performance, allow them downtime and the opportunity to ce

The ultimate power of collaboration stems from the experience of discovering solutions that cannot be found by the individual alone.

Review the tools for teams in Chapter 4. Incorporate into your project plan the use of contracts, work ethic rubrics, or collaboration rubrics. These tools will enable you to gauge and direct team performance.

**3 Empower Students to Coach One Another** PBL incorporates best practices for inquiry, and these practices should be evident within teams. Are students having a sustained conversation about the quality of their work? Do they demonstrate a continuous effort to address the complexities of their task? As teams move through the work of the project, look for opportunities for students to teach each other. A number of methods are available.

- **Make students answer their own questions.** Instead of students forming a line to ask you a question, make sure they have first asked each of their teammates that same question.
- **Use experts.** Instead of teaching an entire team, draw together team leaders (for example, the test engineers) and explain to them



- how a process or procedure will work. Their responsibility is to return to their teams and become the trainer.
- **Turn an open-ended, debatable issue into a teachable moment.** If teams are wrestling with a common issue, take time for each team to come up with their best ideas—then share with the class.
  - **Ask students to brainstorm and share.** Break teams into pairs or triads to brainstorm a difficult solution. Have them report results back to the teams.
  - **Jigsaw the teams.** Have members of teams rotate through other teams to share solutions, offer ideas, or reflect on drafts and prototypes.

**4 Challenge the Teams** your goal is to have teams develop a “growth mindset.” Keep them challenged. Use fresh thinking strategies. Consider the following ideas:

- Introduce the Driving Question in the second week of the project. Occasionally, letting your students grapple with information or wrestle with an issue before you share the Driving Question with them works better. After a bit of research and thinking, they may find the question more provocative.
- **Introduce a twist.** In classic problem based learning, teachers introduce a “twist” or new piece of information that changes the direction or parameters of the project. Use this technique by withholding—and then disclosing—a key set of facts or conditions that forces students to rethink and replan.
- **Use “Big Think” tools.** Use the visible thinking routines cited in Chapter 5 or similar thinking games to stimulate argument, inquiry, and exchange. For example, in *The Big Think* (Hi Willow Research and Publishing, 2009), authors David Loertscher, Carol Koechlin, and Sandi Zwaan suggest that students “stretch their thinking” by asking questions:
  - How is \_\_\_\_\_ related to \_\_\_\_\_?
  - What perspectives are (not) represented \_\_\_\_\_?



- Why is \_\_\_\_\_ important to \_\_\_\_\_?
- Is there another way to \_\_\_\_\_?
- How might \_\_\_\_\_ change in the future?
- Use the "sandbox approach." Encourage fun and creativity by having teams construct interpretive visuals, string webs to connect information, brainstorm how a concept "feels" or what it "sounds like," build a collage of ideas, or create a short skit.

**5 Value Beautiful Work** In the work world, quality results matter. Many jobs require an understanding of the cycle of quality improvement and excellence. Allowing students to reflect and revise their work teaches this approach and leads to improved results.

**Review the rubrics.** Well-written rubrics constitute the best guide for quality. Carry the rubrics with you as you work with teams; constantly bring students back to the expectations and standards contained in the rubrics. Use the rubrics as a coaching tool to improve products.

**Grade drafts and prototypes.** In the Project Schedule, establish clear due dates for drafts, prototypes, or any other products that give you a clear view of progress. Grade these products, with extensive feedback.

**Allow time for practice for exhibitions or presentations.** The bigger the audience for the final presentation, the more practice students need. Allot time in the last week for peer-to-peer practice and final run-throughs under conditions as close as possible to the real event. Many students find that practicing their presentation in the hall or auditorium helps make the final product sharper.

**Make the work public.** If the project does not include presentations, make sure that the core product will be posted in a public place or be viewed outside of class—or school. **Re-plan the final week.** As the project comes to a close, review your schedule and r-plan if necessary. A coach knows that your schedule and re-plan if necessary. A coach knows that flexibility is essential; always respond to changed circumstances with a revised plan to fill gaps, anticipate



unexpected delays, or teach essential information that dropped out along the way.

**Turn an open-ended, debatable issue into a teachable moment.**

### **Resources:**

Most notable are the Project Based Learning Handbook: A Guide to Standards-Focused Project Based Learning for Middle and High School Teachers, written by myself and colleagues at the Buck Institute for Education; and the PBL Starter Kit and PBL in the Elementary Grades, also published by the Buck Institute for Education. See [www.bie.org](http://www.bie.org) for more resources.

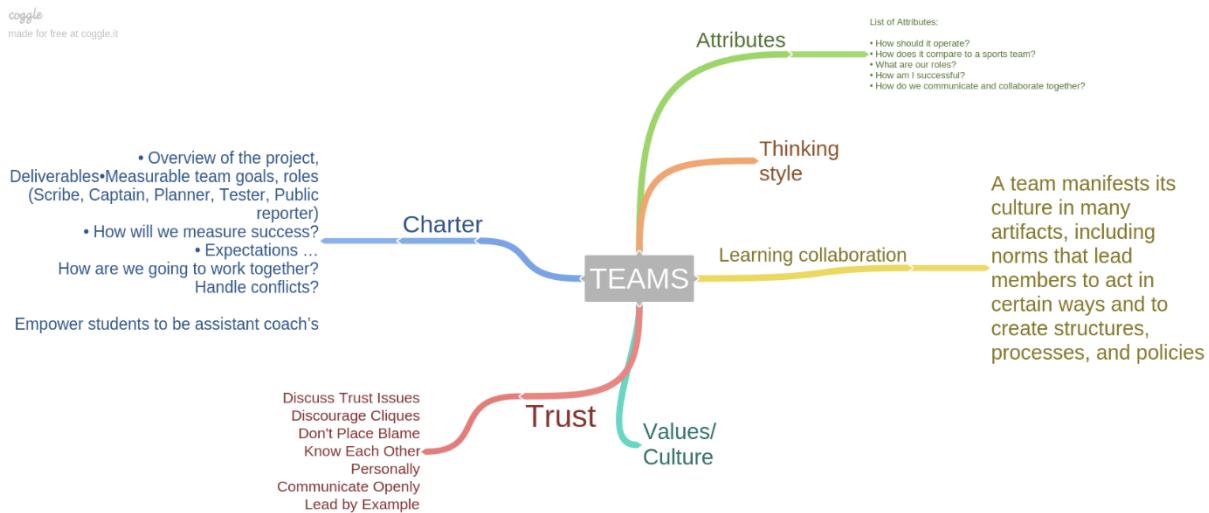
Online links and assistance can be found as well through the George Lucas Educational Foundation ([www.edutopia.org](http://www.edutopia.org)). A number of projects have been filmed and documented, and are available at [www.edutopia.org](http://www.edutopia.org) and [www.bie.org](http://www.bie.org), or on YouTube channels.

More information can be found at [www.thommarkham.com](http://www.thommarkham.com)

### **Next Article-Teams:**

**Team building:** *teaching students to work in teams is one of the most important goals of a twenty-first-century teacher.*





Definition: <i>Turn groups into teams</i>	Come together as a team to achieve a common goal. "he <b>teamed up with</b> the band to produce the album" <i>synonyms:</i> <b>teamwork</b> , <b>collaborate</b> , get together, work as a team to achieve a common goal.
Team Charter:  <i>Empower students to be assistant coach's</i>	<ul style="list-style-type: none"> <li>• Overview of the project, Deliverables</li> <li>• Measurable team goals, roles (Scribe, Captain, Planner, Tester, Public reporter)</li> <li>• How will we measure success?</li> <li>• Expectations ... How are we going to work together? Handle conflicts?</li> </ul>
List of Attributes:  <ul style="list-style-type: none"> <li>• How should it operate?</li> <li>• How does it compare to a sports team?</li> <li>• What are our roles?</li> <li>• How am I successful?</li> <li>• How do we communicate and collaborate together?</li> </ul>	<ul style="list-style-type: none"> <li>• Trust among team members</li> <li>• Understand the skills of your team mate</li> <li>• Make your team mate a winner</li> <li>• Complementary skills I need</li> <li>• Enabling structure; roles, norm, culture</li> <li>• Common purpose</li> </ul> <p><b>teamwork in sport</b> is the commitment of individual players to one another and to a common purpose in the context of a shared athletic enterprise.</p>
Build collective knowledge through collaboration	<ol style="list-style-type: none"> <li>6. Prepare the teams</li> <li>7. Insist on norms</li> <li>8. Empower students to coach one another</li> </ol>





	9. Challenge the team to work with high quality (Value Beautiful Work)
--	--

**Have teams identify the skills necessary for success.** Discuss problem solving, communication, listening, objectivity, empathy, and asking for help.

My coach said: 'You never look better individually than when you play as a member of a team'

**Extras activities to build team spirit:**

- Create a team logo, name

01/28/2017, [billw@projectacademy.org](mailto:billw@projectacademy.org)

## Next Article-Teams:

### Team Culture:

#### Getting Teams to Collaborate



**Understand what team culture is and how it works.** A team's culture is its shared values and assumptions, and it results from a [mix of elements](#): the organization, industry, geographic region and nation, and profession or function the team represents. Values are things we consider worth striving for, such as honesty, accountability, and compassion. Assumptions are beliefs we hold about how the world works or how things are related. For example, you may assume that people generally want to do a good job, or that people are more committed to a decision when they are involved in making it. A team manifests its culture in many artifacts, including norms that lead members to act in certain ways and to create structures, processes, and policies. It's important to distinguish between a team's espoused culture and the one it operates from. The values that team members say they operate from are the espoused culture — which may or may not be what they actually operate from.

#### CULTURE? DISCUSSION

THE SCHOOL WILL FOSTER A TEAM/COMMUNITY BASED CULTURE OF A LEARNING ENVIRONMENT, WITH ALL TREATED AS ADULTS AND WITH RESPECT.

#### KEY WORDS ARE:

RESPECT, EMPATHY, KINDNESS, CURIOSITY, INNOVATION, PERSISTING, FLEXIBILITY, CONTINUOUS LEARNING, HUMOR, ACCEPTANCE, CARING AND TAKING RESPONSIBLE RISK.

[Roger Schwarz](#) is an organizational psychologist, speaker, leadership team consultant, and president and CEO of Roger Schwarz & Associates. He is the author of [Smart Leaders, Smarter Teams: How You and Your Team Get Unstuck to Get Results](#). For more, visit [www.schwarzassociates.com](http://www.schwarzassociates.com) or find him on Twitter [@LeadSmarter](#).

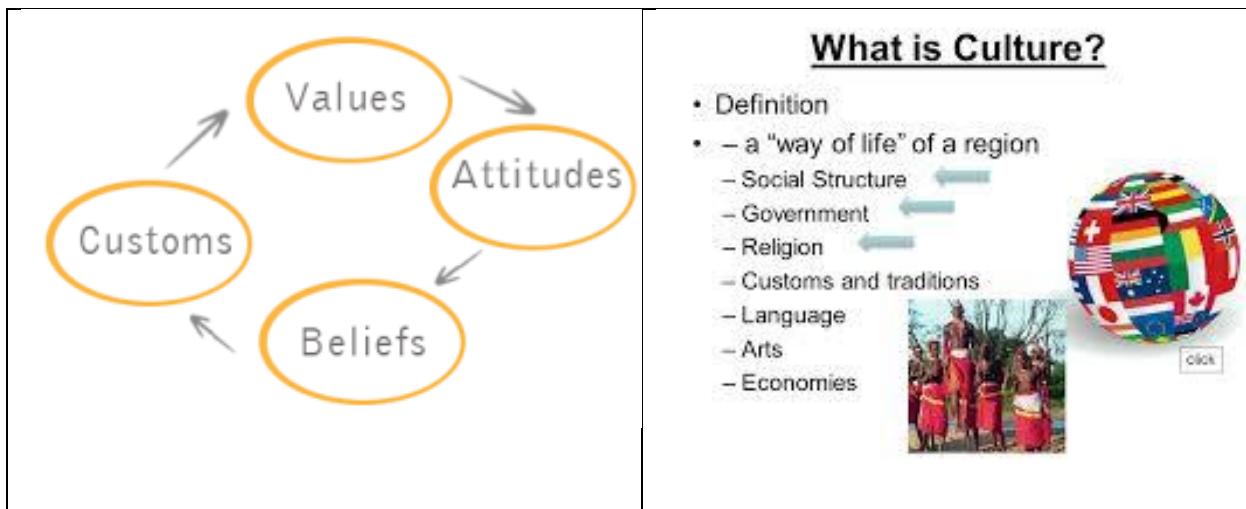


**Create a Culture of Acceptance and Caring** – Take a moment to examine your own approach to others. Are you accepting of family members? Neighbors? Colleagues? Friends? Do your conversations with your spouse include statements of understanding, compassion and empathy for those who are different or even who may challenge you? Whether you believe your child is listening or not, the perceptions of you and your partner are internalized by your child and become your family's culture.

Taking some time **to reflect on your own values** and how you communicate interpersonal problems among family members can set the tone for how your child deals with the outside world. Put yourself to the test. Notice when you are making judgements about another. Stop yourself and ask, "What can I learn from this person who is challenging me?" Reframe your discussion in terms of your own learning with self-awareness

On culture: What you want is to build a culture of inquiry not advocacy

~[@AdamMGrant#StanfordETL #WednesdayWisdom](#)



### Motivation Is Inseparable from Culture

Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of **language, beliefs, values, and behaviors** that pervades every aspect of our lives.

For example, one person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even



different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture.

This Spotlight package focuses on the personality types that make up a team--and how to get the best from any combination. In "Pioneers, Drivers, Integrators, and Guardians," Suzanne Johnson Vickberg and Kim Christfort of Deloitte discuss strategies for making the most of cognitive diversity on teams. When teams fall short of their potential, it's often because leaders don't know how to spot and manage the differences in how people approach their work.

To help organizations claim this lost value, Deloitte developed a framework for identifying and managing four primary working styles.

- "Pioneers" value possibilities, and they spark energy and imagination on their teams.
- "Guardians" value stability, and they bring order and rigor.
- "Drivers" value challenge and generate momentum.
- "Integrators" value connection and draw teams together.

Every person is a composite of these four styles, though most people are closely aligned with one or two. To get the most from the styles on their teams, leaders should

- pull opposite types closer together to generate productive friction,
- give more visibility and voice to people with nondominant perspectives,
- take extra care to get input from sensitive introverts, who risk being drowned out but have valuable contributions to make.
- **Foster divergent thinking.** Most people have an ingrained assumption that all problems have a single right answer, a mentality that most schools and workplaces reinforce. Don't expect your staff to change that mental model overnight, or on their own. You've got to retrain them in how to think. I do this by employing a divergent thinking program.

Divergent thinking is different from creative thinking. It's not the ability to come up with an original idea, but the ability to come up with lots of different answers to the same question. Divergent thinking looks more like insatiable curiosity than like original ideas. It is an essential skill for innovation because it provides team members with the foundation to create great tests. The goal is to gradually change a



company's culture from one of finding the right answer to one of exploring and testing many possible answers.

You can teach divergent thinking in a number of ways:

- Ask your team members to come up with 15 solutions to a problem the company is currently facing.
- Examine your company's blueprints and ask your staff, from execs to interns, "How many ways could we rearrange our space to make our work more efficient?"
- Make 20 mockups for every design change.
- My personal favorite: If you are a manager, stop answering questions. Instead, respond with, "What do you think?" And then wait. After an answer is given ask, "What else?" And then wait. Repeat five to seven more times.

## The Importance of Trust

**One definition** describes trust as a "reliance on the character, ability, strength, or truth of someone or something."

Think about that definition for a moment. Trust means that you rely on someone else to do the right thing. You believe in the person's integrity and strength, to the extent that you're able to put yourself on the line, at some risk to yourself.

Trust is essential to an effective team, because it provides a sense of safety. When your team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities.

Without trust there's less innovation, collaboration, creative thinking, and productivity, and people spend their time protecting themselves and their interests – this is time that should be spent helping the group attain its goals.

Trust is also essential for knowledge sharing. A study published in the "Journal of Knowledge Management" found that trust was a key element in a team's knowledge acquisition. Put simply, if your team members trust one another, they're far more likely to share knowledge, and communicate openly.

### Strategies for Building Trust



As a leader, what can you do to create a culture of trust within your team?

### 1. Lead by Example

If you want to build trust within your team, then [\*\*lead by example\*\*](#), and show your people that you trust others. This means trusting your team, your colleagues, and your boss. Never forget that your team members are always watching and taking cues from you – take the opportunity to show them what trust in others really looks like.

### 2. Communicate Openly

Open communication is essential for building trust. You need to get everyone on your team talking to one another in an honest, meaningful way, and you can use several strategies to accomplish this.

First, create a [\*\*team charter\*\*](#) to define the purpose of the team, as well as each person's role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss his or her expectations.

Next, consider organizing [\*\*team building exercises\*\*](#). When chosen carefully and planned well, these exercises can help "break the ice" and encourage people to open up and start communicating.

#### Note:

It's useful to help your people understand that other people's approaches and insights can be as valid as their own. This is where psychometric instruments such as [\*\*Myers-Briggs Personality Testing\*\*](#) and the [\*\*Margerison-McCann Team Management Profile\*\*](#) can help people understand and appreciate those that they work with, even when these people have quite different approaches.

Meet regularly, so that all team members have a chance to talk about their progress, and discuss any problems that they're experiencing. This time spent face-to-face is an important part of getting to know each other. It also creates opportunities for team members to talk, and to help one another solve problems.

Make sure that you "walk the talk" here: whenever you have important or relevant information to share, do so immediately. Demonstrate that open communication is important to you by consistently sharing with the group. The more you share with your team members, and thereby prove that you have no hidden agenda, the more comfortable they'll feel trusting you and each other.

### 3. Know Each Other Personally



One way to build trust is to encourage your team members to see their colleagues as people. Think about creating situations that help them share personal stories, and bond.

Do this by asking sensitively about their family, or about their hobbies. Start by sharing some personal information about yourself, and then ask someone else about a hobby, or a musical interest.

Another way to get the team acquainted, and to form stronger bonds, is to [socialize after work](#) or at lunch.

For example, you could set aside time each week for informal group discussions. Consider asking team members to put forward suggestions on topics you could all cover. To start with, you could start a discussion around [values](#). Share some of your own values, and encourage others to share theirs. Values are important to most people, and starting a conversation that allows people to share them highlights your team's humanity.

**Note:**

Use your own best judgment when asking team members or colleagues personal questions – don't invade their privacy!

#### **4. Don't Place Blame**

When people work together, honest mistakes and disappointments happen, and it's easy to blame someone who causes these. However, when everyone starts pointing fingers, an unpleasant atmosphere can quickly develop. This lowers morale, undermines trust, and is ultimately unproductive.

Instead, encourage everyone in your group to think about the mistake in a constructive way. What can you all do to fix what happened, and move forward together? And how can you make sure that this mistake doesn't happen again?

#### **5. Discourage Cliques**

Sometimes, cliques can form within a team, often between team members who share common interests or work tasks. However, these groups can – even inadvertently – make others feel isolated. They can also undermine trust between group members.

Start an open discussion about this with your team members, and see what they think about cliques and their effect on other group members. Only by addressing the issue openly can you discourage this damaging behavior.





## 6. Discuss Trust Issues

If you manage an established team that has trust issues, it's essential to find out how these problems originate, so that you can come up with a strategy for overcoming them.

Consider giving team members a questionnaire to fill out anonymously. Ask them about the level of trust within the group, as well as why they think there's a lack of trust. Once you've read the results, get everyone together to talk about these issues (but make sure that you respect the anonymity of the survey!)

