Educational Design and Delivery
Team Building Skills

VRKC: Volunteer Research Knowledge Competency Taxonomy

Intended Audience:
4-H volunteers

Learning Outcomes:
- Volunteers will explore differences between a group and team.
- Volunteers will discover the benefits of a team.
- Volunteers will learn team building activities.

Time:
20 – 30 minutes

Supplies Needed:
- Pencils and paper
- 4 x 6 note cards, paper plates
- Markers and flip chart paper
- Power Point, Computer and LCD Projector
- Handouts and Evaluations

Do Ahead:
Prepare handouts.

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Volunteerism for the Next Generation:
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INTRODUCTION
What do you think of when you think of teams? You may think about the types of teams that exist, such as athletic teams or a committee you are a member of. You might even have positive or negative feelings about teams. (Power Point Slide 1)

WHAT TO DO
Activity 1: Teams or Groups
Ask participants to stand up and find a partner (someone they don't know and aren't sitting by). Ask partners to introduce themselves and describe the best team they were ever a member of. Then discuss, "What is the difference between a group and a team?" Ask partners to create a list of characteristics of a group and characteristics of a team. Write the list on flip chart paper or newsprint, share it with the entire group, and post it on the wall. What did you discover were the differences between a group and a team? What are the benefits of working as a team? What may be the drawbacks?

(Power Point Slide 2) What is a Team? According to Reilly and Jones (1974):
- A group that has shared goals.
- A group whose members perceive they need each other's experience, abilities, and commitment to achieve group goals.
- A group whose members are committed to the idea that working together leads to better decisions than working in isolation.
- A group whose members believe the group is accountable to the shared goal, each other, and the organization.

So teams are about group goals, commitment to the goals, and accountability. Why have teams?
- Teams accomplish much more than individuals.
- Teams are more creative.
- Teams can garner more resources.
- Teams create more synergy for the organization.
- Teams are committed to results and accountability.

In 4-H, we have many groups that may or may not function as teams. Ask participants to individually identify which of the groups in their county are teams? Why or why not? Add to the list of groups as needed.

Are the leaders of your 4-H club a team? Are you and your coworkers a team? Is a youth-adult advisory committee a team? Is your club a team? Are the organizational leaders in your county a team? Groups that function like a team in a 4-H Youth Development program can be teen councils, youth and adult advisory committees, county organizational committees, 4-H clubs, a volunteer-led event committee, officer teams, and more. 4-H has lots of opportunities for teams to develop. A club leadership team could be made up of adult volunteer leaders and youth officers. Many counties have youth committees, advisory committees, and camp, fair, and afterschool committees.

When volunteers and club members feel they belong to a team, their needs for belonging, mastery, independence, and generosity are being met. They feel their voices are heard and they are doing important work with others. Although it is not uncommon to hear, "It is just easier to do it myself than to work with a committee to get it done," if we continue to say "I'll do it myself," we deny our program the innovation and energy it deserves as well as the opportunity for volunteers, members, and the community to develop new skills. (Power Point Slide 3)

A team works together on a common goal that all members understand and are committed to. Building an effective team is hard work. It takes knowing the elements of an effective team, understanding how those elements work, and knowing how to foster those elements throughout the formation of a team.

Activity 2: Transforming Team Behaviors
Have participants work with a partner. Ask each pair to identify a group or team they currently work with. Using the *Transforming Team Behaviors Checklist*, Handout 1, have the participants assess the identified team. Bring the total group together. What items on the checklist were strengths of the team you identified? What items were limitations? How might some of the limitations be changed to strengths?

(Power Point Slide 4) Great teams don't just happen. Teams generally develop over time and with good leadership. A model to help understand how teams develop over time was developed by Bruce Tuckerman (1965). He describes his model as having five stages.
1. Forming: The leader shares goals, but there is no commitment yet; individual roles and responsibilities are unclear. Very leader driven at this point.
2. Storming: Trust hasn't been established and decisions are difficult to make. Team members try to establish credibility with the group toward the end of this stage.
3. Norming: The group is establishing trust—agreement is easier to reach, commitment to goals is evident, decisions are being made.
4. Performing: The group could function on its own without the leader because of the trust, commitment to goals, clarity, and ease of making decisions.
5. Adjourning: Recognition and sensitivity to the break-up of the group is important as the team dissolves and members move on to other tasks.

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Leaders can use different types of activities during each stage of team development. The types of activities include: get acquainted activities, deinhibitizers, communication activities, trust activities, and problem-solvers. These activity types can be found in any good team building book. (Power Point Slide 5)

What activities are needed for a newly forming group?
- Relationships (get-acquainted activities and de-inhibiter activities): Develop openness
- Communication activities: Can address listening issues, honesty
- Trust Activities: Foster trust, risk taking, open and honest communication
- Vision and Goals: Keep group focused and results-oriented
- Roles: Reduce confusion about what members are supposed to do
- Procedures (contract, rules, and procedures): Can increase commitment and reduce confusion on how decisions are made

What do on-going teams need?
- Relationship building and skill building
- Trust
- Communications, listening
- Accountability
- Problem-solving

Handout 2 is a list of good team building activities that can assist staff and volunteers in creating the inclusive environment that will establish and enrich a team.

Conclusion:
The advantages of teams are numerous. Through a team's myriad relationships, better decisions are made, more tasks are accomplished in a shorter period of time, more ownership is developed in the program, more creativity is exhibited, ideas have a higher likelihood of being implemented, greater public awareness is created, and more resources become available. A leader tries to anticipate the needs of the team and uses tools to assist members in continuously building a stronger team. (Power Point Slide 6)

TALK IT OVER
Reflect:
- What are the advantages of team building?
- What are team building behaviors?

Apply:
- What activities can help build teams?

EVALUATION
Ask each participant to complete the evaluation tool (Handout 3).

ENHANCE or SIMPLIFY
Using *Team Building Activities*, Handout 2, place the activity directions on tables. Divide participants into groups and have them practice each activity. Give groups 3-5 minutes at each table and then have the groups move to a new table. Ask the group to share how they might use each activity to build teams within their 4-H club or group.

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Handout 1

The Transforming Team Behaviors Checklist

☐ **Common Goals:** Without goals a group will never be a team. Members of a group choose to become part of a team based on these goals. This goal-based membership includes any staff, volunteer, committee, or 4-H club.

☐ **Commitment:** If you are a team, all members are committed to achieving the goals. They come to meetings, follow through on jobs, and report back to the group.

☐ **Results Focused:** Successful teams will know how to focus their time and energy to reach their goals. They make decisions even if they don't have all the information.

☐ **Mutual Respect:** Members appear to like each other and treat each other well.

☐ **Trust:** Members agree to disagree and, at the end of the meeting, agree to follow through with what the group wants, because all points have been heard and a decision needs to be made. Trust is a tricky thing—it doesn't just happen. To trust someone, you have to know the person.

☐ **Robust Conversation:** You'll see heated debates, but never personal attacks. People may get red in the face and even argue a point, but it comes from principle, not individual gain. If it does happen, other team members politely call them on it.

☐ **Listening:** You can tell that members are listening when they use ideas from others on the team and acknowledge the contributions of others: "I agree with Sandy that the most important factor is how it is going to affect the child, although I understand that our office assistants need a deadline."

☐ **Principle Based:** Basic youth development principles seem to pop up as do reminders about the mission.

☐ **Members Taking on Important Roles:** This happens when someone keeps others true to the original goals, another person plays devil's advocate, still another person voices concern about how others feel, and yet another brings up what the data or research suggests, etc.

☐ **Shared Accountability:** One of the major distinctions in teams is that they have shared accountability or collective responsibility for the results that are or are not achieved. They are all in it together.

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Handout 2

Team Building Activities

Get Acquainted
Find someone with the same (X) and talk about (Y). This activity gets people moving and discussing. The leader calls out, "Find someone with the same (provide an example) and discuss (give another example). Examples—number of children or siblings, favorite color, size of hometown, color of cell phone or provider, etc. Then discuss your favorite book, outdoor interests, fun things the committee could do, etc.

Mission/Vision/Goals
People write what they believe the mission, vision, or goal (pick one) of the group should be (people can work in pairs or individually). Ideas are shared with the group (written on newsprint). The group together pulls the best parts out of each and writes a group version. Some people might want to use their own organization's mission or vision for this activity. If so, they can be compared and discussed. You might want to provide a goal for this activity—one that 4-H called the group together to accomplish. Afterwards, have group members state in their own words what they believe the goal is.

Forming Operating or Behavior Guidelines or Contract
A new team needs to establish procedures for how the team will function. The contract should clarify actions and roles and should reduce confusion.
We would like this group to function as a team (give definition of a team and why).
If this is the definition of a team, what do we need to do to make sure we function as a team?
What should be the agreed upon rules?
How will we make decisions?
How do we ensure all voices are heard?
How do we resolve differences?
How do we ensure completion and results?

The Pride Line (relationship building)
Have people consider the following questions. Depending on their comfort level, have them share their responses.
The _____that I am most proud of is_____
Thing I bought most recently
Skill I learned last year
Time I helped someone
Thing I tried for
Thing I own
Thing I do

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Handout 3

Evaluation

Please complete the following evaluation. The results of the evaluation will be shared with those who work with the program. Your participation in this evaluation is voluntary. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

Please answer the questions by circling the number that indicates your level of understanding of the topics listed before and after the training.

1 = Very little understanding 2 = Understand somewhat 3 = Clear understanding

	NOW – After the training	THEN – Before the training
1. I can describe the difference between a group and a team.	1 2 3	1 2 3
2. I can identify the benefits of a team.	1 2 3	1 2 3
3. I can identify characteristics of a team and activities to build teams.	1 2 3	1 2 3

- Please list at least two ideas or skills that you learned as a result of this presentation.

- How will you use what you learned in this presentation?

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