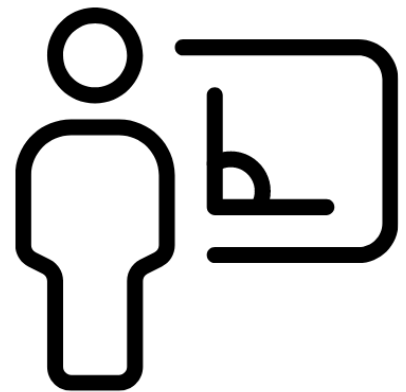


Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



The ratio of We's to I's is the best indicator of the development of a team.

Lewis B. Ergen

Module Two: Defining Success

Success is determined by a wide range of factors. When we are given a project or an assignment, we are also usually given a metric by which we can gauge the success of it. Having a strong team will benefit any organization and will lead to more successes than not.



What is a Team?



A team is a group of individuals working together to achieve a goal. Teams can be temporary, or indefinite. When individuals share responsibility, the group as a whole can take advantage of the collective talent, knowledge, and experience of each team member to maximize their potential.

Team building is an organized effort to improve team effectiveness.

Estimated Time	10 minutes
Topic Objective	To list the attributes and characteristics that make a team successful in achieving a goal To provide an experiential recollection that helps set the stage for later work on team development concepts
Topic Summary	What is it about the collective team that enables it to be successful?
Materials Required	None
Planning Checklist	Conduct a large group discussion. Ask: “What elements or characteristics do you think make a team successful in achieving a goal?”
Activity Debrief	Record the results on the flip chart or white board (or ask a volunteer do this).

	Explain that we'll be exploring a specific model later
Stories to Share	When geese fly in formation, the flapping of each bird's wings results in an uplift for the birds that follow. The entire flock adds 71% greater flying range when moving in a "V" formation rather than if each bird flew alone.
Delivery Tips	It's best to withhold judgment on answers. Make sure to keep the contributions moving along. Remind participants to consider adding an item to their action plan.

An Overview of Tuckman and Jensen's Four-Phase Model



In 1965, educational psychologist Bruce Wayne Tuckman, Ph.D., was charged by his boss at the Naval Medical Research Institute, Bethesda MD with a review of 50 articles about team behavior. From this body of work, Dr. Tuckman conceived his theory of group developmental processes:

- **The Forming Stage:** Groups initially concern themselves with orientation accomplished primarily through testing. Such testing serves to identify the boundaries of both interpersonal and task behaviors. At this stage, individuals will be uncertain how they fit in to the team, they may feel anxious; they will be looking for direction. Coincident with testing in the interpersonal realm is the establishment of dependency relationships with leaders, other group members, or pre-existing standards. It may be said that orientation, testing, and dependence constitute the group process of forming.
- **The Storming Stage:** The second point in the sequence is characterized by conflict and polarization around interpersonal issues. As an individual begins to define his/her preferred way of working, they may challenge other's work habits. These behaviors serve as resistance to group influence and task requirements and may be labeled as storming.
- **The Norming Stage:** Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted. Differences are resolved; appreciation and respect replace uncertainty. In the task realm, intimate, personal opinions are expressed.
- **The Performing Stage:** Finally, the group attains the fourth and final stage in which interpersonal structure becomes the tool of task activities. Roles become flexible and functional, and group energy is channeled into the task. Structural issues have been resolved. The work flows in a structured process; the team is likely to achieve its goals.

In 1977 Dr. Tuckman, collaborating with Mary Ann Jensen, proposed an update to the model, termed Adjourning. It describes the process for terminating group roles, task completion, and the reduction of dependencies. This stage has also been called “mourning”, especially if the team’s dissolution is unplanned. The first four stages are the most commonly used parts of the process. *

* Smith, M. K. (2005) 'Bruce W. Tuckman - forming, storming, norming and performing in groups, the encyclopedia of informal education, www.infed.org/thinkers/tuckman.htm. © Mark K. Smith 2005

Estimated Time	10 minutes
Topic Objective	To describe the four stages of team developmental process To prepare for in-depth learning about each process
Topic Summary	The Tuckman Four-Stage Model of Group Development Tuckman described four stages of team or group process : <ul style="list-style-type: none"> • Forming • Storming • Norming • Performing
Materials Required	Worksheet 1: The Four Stages of Team Development
Planning Checklist	Write the stage names on the flip chart
Recommended Activity	Overview the characteristics of each stage with the large group. Ask the group to share their own experiences about work teams in which they have participated where they can recall evidence of one or more of the four phases.
Stories to Share	(Items of interest in the discussion above may emerge.)
Delivery Tips	Remind participants to consider adding an item to their action plan.
Review Questions	Reiterate that there are four stages, name them, and mention that we’ll be working with them again soon.

Practical Illustration



Bruce was in charge of a newly formed team who were meeting for the first time. Before entering the meeting, he reviewed some training materials online. There, he learned about Tuckman and Jensen's Four-Phase Model of team development. He discovered the model's four stages were called Forming, Storming, Norming, and Performing, and each corresponded with a point in the development of a group's mentality. When the group gathered for the first time, he encouraged everyone to take the time to get to know each other. He wanted everyone to be familiar with everyone on the team in order to know their strengths and to feel personally connected to the project and to the team. This wouldn't happen immediately, but it was a good first step in creating a new team.

Module Two: Review Questions

1.) A _____ is a group of people formed to achieve a goal.

- a) **Team**
- b) Class
- c) Group
- d) Troll

A team is a group of individuals working together to achieve a goal.

2.) Teams can be temporary, or _____.

- a) Silent
- b) **Indefinite**
- c) Immature
- d) Loud

Teams can be temporary, or indefinite.

3.) Team building is an _____ effort to improve team effectiveness.

- a) Undercover
- b) Inappropriate
- c) **Organized**
- d) Silent

Team building is an organized effort to improve team effectiveness.

4.) When individuals share responsibility, the group as a whole can take advantage of the collective talent, knowledge, and _____ of each team member.

- a) Misgivings
- b) Shortcomings
- c) **Experience**
- d) Bank Accounts

When individuals share responsibility, the group as a whole can take advantage of the collective talent, knowledge, and experience of each team member to maximize their potential.

5.) Dr. Tuckman conceived his theory of group _____ processes in 1965.

- a) Problems
- b) Developmental**
- b) Therapy
- c) Pictures

Dr. Tuckman conceived his theory of group developmental processes in 1965

6.) The _____ Stage is when the groups initially concern themselves with orientation accomplished primarily through testing.

- a) Forming**
- b) Frowning
- c) Fawning
- d) Fostering

The Forming Stage: Groups initially concern themselves with orientation accomplished primarily through testing

7.) It may be said that _____, testing, and dependency constitute the group process of forming.

- a) Expanding
- b) Orientation**
- c) Awaiting
- d) Protesting

It may be said that orientation, testing, and dependence constitute the group process of forming.

8.) The _____ Stage, the second in the sequence, is characterized by conflict and polarization around interpersonal issues.

- a) Raining
- b) Snowing
- c) Storming**
- d) Lightening

The Storming Stage: The second point in the sequence is characterized by conflict and polarization around interpersonal issues

9.) The _____ Stage is when interpersonal structure becomes the tool of task activities.

- a) Norming
- b) Performing
- c) Exfoliating
- d) Inoculating

The Performing Stage: Finally, the group attains the fourth and final stage in which interpersonal structure becomes the tool of task activities

10.)The _____ Stage states that resistance is overcome and in-group feelings and cohesiveness develop, new standards evolve, and new roles are adopted.

- a) Norming
- b) Performing
- c) Forming
- d) Storming

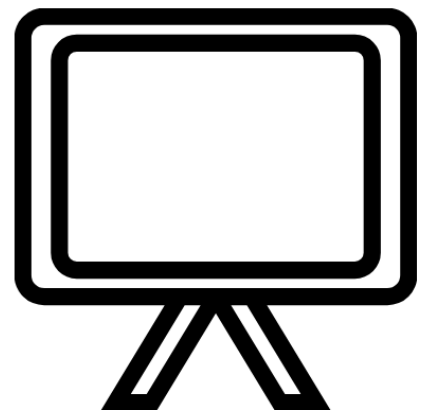
Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted

PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.



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The ratio of We's to I's is the best indicator of the development of a team.

Lewis B. Ergen



MODULE TWO

Defining Success

Having a strong team will benefit any organization and will lead to more successes than not.



What is a Team?

A team is a group of individuals working together to achieve a goal.

Teams can be temporary, or indefinite.

An Overview of Tuckman and Jensen's Four-Phase Model

- The Forming Stage
- The Storming Stage
- The Norming Stage
- The Performing Stage



Practical Illustration



- What is a Team?
- An Overview of Tuckman and Jensen's Four-Phase Model

Module Two: Review Questions

1. A _____ is a group of people formed to achieve a goal.

A. Team

B. Class

C. Group

D. Troll

Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



Teamwork and Team Building

Quick Reference Sheet



The Traditional Team

There are several characteristics common to traditional teams.



A team gains a shared understanding and purpose among team members, as distinguished from a group.



Teams require mutually agreed-upon operating principles such as agendas, procedures, and decision-making processes.



A team is interdependent; everyone works for the good of the team, not for oneself.

Setting the Time and the Place

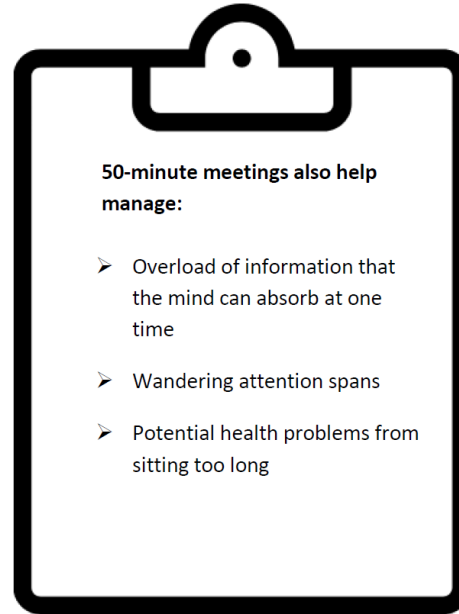
Giving thought to time and place considerations for a team meeting can go a long way toward producing a more effective meeting outcome. Below are some elements to think about.

- Is the location convenient for participants?
- Quiet. Is the meeting going to be held in an open environment? Near the plant?
- Is this an e-team meeting? Or a meeting with members in remote locations or different time zones?
- What time of day is best?
- Are there time zone considerations for e-teams or remote participants?
- For what other interruptions and distractions can you anticipate and plan?

Trying the 50-Minute Meeting

In some companies, meetings are stacked up on the hour like planes in the landing pattern at O'Hare Airport. The 50-minute meeting concept is simple; instead of a full 60-minute meeting, why not give people time for a bio break, a fresh cup of coffee, and "commuting time" to the next meeting?

You can't always have a 50-minute meeting, but if you're meeting will run several hours, you could have a connected series of 50-minute meetings. The extra 10 minutes in each hour -- set at a consistent clock time such as 50 minutes after the hour -- could allow for stretches, breaks, or a quick e-mail session.



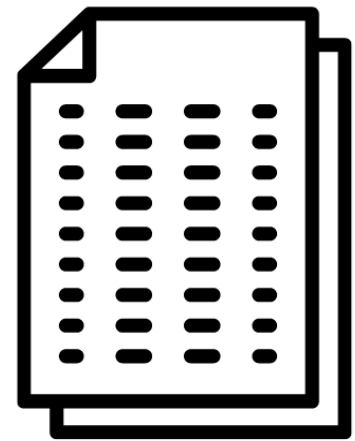
Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



Sample Worksheet 1

The Four Stages of Team Development

Defined by Bruce Wayne Tuckman, Ph.D. in 1965

Forming. Groups initially concern themselves with orientation accomplished primarily through testing. This serves to identify the boundaries of both interpersonal and task behaviors. Concurrent with testing is the establishment of dependency relationships with leaders, other group members, or pre-existing standards. Orientation, testing and dependence constitute the group process of forming.

Storming. The second phase in the sequence is characterized by conflict and polarization around interpersonal issues, with emotional responses with regard to tasks. These behaviors serve as resistance to group influence and task requirements. This stage is termed storming.

Norming. Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted. In the task realm, intimate, personal opinions are expressed. This is the stage of norming.

Performing. Finally, the group attains the fourth stage in which interpersonal structure becomes the tool of task activities. Roles become flexible and functional, and group energy is channeled into the task. Structural issues have been resolved, and structure can now become supportive of task performance. This stage can be labeled as performing.

Icebreaker Find the Leader

PURPOSE

To help participants get to know each other.

MATERIALS REQUIRED

Enough chairs for all participants minus one, arranged in a circle.

ACTIVITY

Identify the person in the group whose birthday is closest to today's date. Identify that person as Spot and ask them to leave the room. Then, have the remaining participants choose a leader from the circle. Explain that when Spot returns to the room, they will have three guesses to name the leader. The group's job is to ensure that their leader stays a secret. Bring Spot back to the room and give him/her three chances to identify the leader. If they succeed, the leader will become the new Spot. If they fail, they will stay as Spot for another round.

TIPS

1. This activity works best with a group of 10-20 participants.
2. No one should be Spot for more than three rounds.

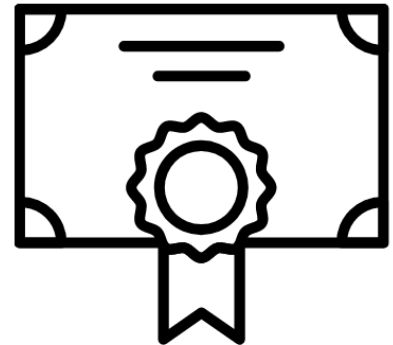
DEBRIEFING POINTS

3. How did you keep the leader a secret?
4. How did Spot guess the leader?
5. How difficult was it to be Spot?
6. How difficult was it to be the leader?
7. What can we take away from this exercise?

Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

[Name]

*Has mastered the course
Teamwork and Team Building*

Awarded this _____ day of _____, 20____

Presenter Name and Title
