

Workplace Readiness Skills for the Commonwealth

Teamwork

Objective: Identify the critical skills exhibited by effective team members.

Materials: Worksheet *Effective Team Members*) and forms (*Individual Reporting and Group Reporting*) for each student may be accessed at

- http://www.cteresource.org/attachments/atb/aai/effective_team.pdf (PDF) or
- http://www.cteresource.org/attachments/atb/aai/effective_team.doc (Word)

Notes to the Teacher

1. Introduce the objective and distribute the *Effective Team Members* worksheet. You might ask for a show of hands of those who have participated on a team. Explain that each team member is important; each member contributes to the team's outcome and reaps the benefits of an achieved goal.
2. Ask students to select individually what they consider to be the five most important team member behaviors.
3. Put students in groups of 3-5, and have them develop a list that represents their team. Ask teams to select a spokesperson to share the results.
4. Have each team leader list the five behaviors and give a brief rationale for each one.
5. When each team has finished, ask the class to identify the five most frequently given responses.
6. Ask each team to identify how satisfied they were with their choices from 1 (lowest) to 5 (highest), and post the results at their table. Next, ask each team to identify how satisfied they were with the effectiveness of their teamwork 1 (lowest) to 5 (highest).
7. Post both sets of results from each team on the board.
8. Lead a discussion of the activity, focusing on the following questions:
 - A. How do the two sets of scores relate to each other---their list of choices and their teamwork?
 - B. How important is the input of each team member? How important is individual acceptance of team decisions? Why?
 - C. Why might team members not accept group goals? Conduct a class discussion about this.

Ideas for Differentiation

- Read, or have students read, the list of effective team member qualities.
- Pre-teach or review vocabulary terms (in context) that students may not know. Suggested terms for low readers: competent, climate, innovative. Discuss the "run with the ball" analogy to ensure student understanding in context.
- Project or post questions for students to see during the class discussion.