Lesson Plan

Characteristics of an Effective Team

Objective: Students will describe the characteristics of an effective team member—as well as their own characteristics/strengths/weaknesses— as they relate to working with diverse teams of people.

Workplace Readiness Skill: **Demonstrate respect for diversity.**

Demonstration includes

- *defining **diversity** and discussing its importance*
- *identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability)*
- *showing respect for and valuing individual differences in the workplace*
- *being self-aware and mindful of one's own bias*
- *collaborating with people of diverse backgrounds, viewpoints, and experiences.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate creativity and innovation.
- Demonstrate integrity.
- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.RV, 6.C, 6.LU, 6.W, 7.RV, 7. C, 7.LU, 7.W, 8.RV, 8.C, 8.LU, 8.W, 9.RV, 9.C, 9.LU, 9.W, 10.RV, 10.C, 10.LU, 10.W, 11.RV, 11.C, 11.LU, 11.W, 12.RV, 12.C, 12.LU, 12.W
- History and Social Sciences: WHI.5, WHI.6, WHII.4, WHII.5, VUS.3, VUS.4, VUS.5, VUS.6, VUS.10, USII.5, USII.6, CE.1, CE.7, WG14

Instructional Steps:

1. ***Introduce the lesson with a discussion of the concept of teamwork as it relates to diversity awareness.*** What might be the consequence of a coworker , a classmate, or a teammate failing to treat others with respect? How do teams, classrooms, and workplaces function more effectively when there is an atmosphere of mutual respect?

2. ***Discuss the relationship between the workplace readiness skill, "Demonstrate respect for diversity," and the concept of teamwork.*** Employers look for workers who can contribute to the success of a team and work in a

respectful and friendly manner with all customers and coworkers. Brainstorm the characteristics of a person who might contribute to the success of a team. Use Handout #1: Characteristics of a Great Coworker to complete this as a whole group or within small groups.

3. ***Explore the characteristics of students in relation to teamwork and respect for diversity.*** Identify the following terms/phrases as those that characterize a team member who respects others and values diversity: *reliable, effective communicator, active listener, active participant, shares openly and willingly, cooperative, flexible, committed, problem solver, respectful*. Discuss these and ask, "Why are these so important when working as a part of a diverse team?" Then ask students to self-assess their characteristics related to working with teams. Ask students to share strengths and challenges; discuss strategies for improvement.

4. ***Complete a journaling activity.*** Ask students to reflect upon the lesson and inventory activity using the following journal prompt:

   > *Consider the results from your self-assessment. Did any of your results surprise you? Explain. In what area(s) do you feel most confident? What are some of the areas in which you would like to improve? How will you attempt to do this? What resources exist in school, at home, at work, or in your community that may help you improve your skills related to working with diverse teams?*

Formative Assessment**:**

- Gauge student understanding during whole-group activities and discussions.
- Assess student understanding as demonstrated on Handout #1: Characteristics of a Great Coworker.
- Evaluate student journal reflection using the Journal Assessment Rubric.

Options for Adaptation/Differentiation:

- To offer scaffolding to students and to complete this activity in a shorter time frame, complete Handout #1: Characteristics of a Great Coworker as a whole group.
- To offer an extension option to students, ask them to reflect in writing by answering the following questions:
  - What team skills are helpful at school? In the workplace?
  - What are the various roles of team members?
  - What are the consequences of utilizing the diverse strengths of team members?
  - What can you do to integrate a new person into your group or team and make them feel welcomed and comfortable?

Suggestions for Follow-up:

- Follow this lesson with another focused on networking; make the connection between successfully working as a member of a team and building a strong professional network.

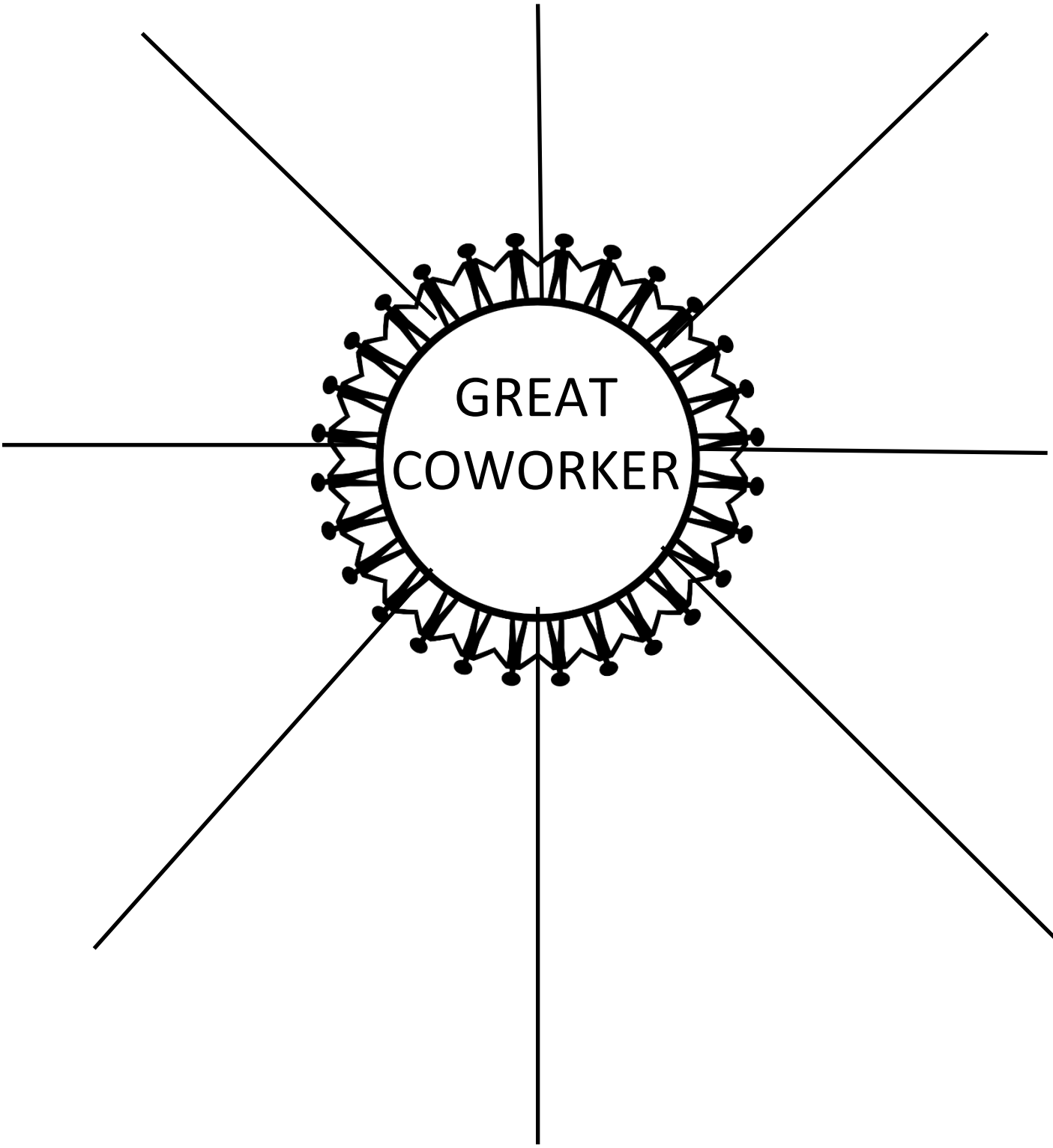
Teacher Resources:

- A More Perfect Union, PBS
- Workplace Readiness Skills (WRS) Assessment: Virginia Overview, Career and Technical Education Consortium of States (CTECS)
- Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources, Career and Technical

Education (CTE) Resource Center

Handout #1:

Characteristics of a Great Coworker



Characteristics of an Effective Team

Journal Assessment Rubric

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Student displays conceptual understanding.	The student understands various characteristics of someone who works effectively with diverse teams.	The student demonstrates an understanding of most characteristics of someone who works effectively with diverse teams.	Student understanding is spotty or unclear; student partially grasps the characteristics of someone who works effectively with diverse teams.	The student does not demonstrate a conceptual understanding.
Written ideas are fully formed.	Ideas within the journal are developed and clear to the reader.	Ideas within the journal are somewhat developed and clear to the reader.	Ideas within the journal are incomplete or unclear to the reader.	Ideas within the journal are not developed.
Writing is organized and clear.	Student journal is organized in paragraphs and clearly conveys all ideas.	Student journal is somewhat organized in paragraphs and conveys most ideas.	Student journal requires additional organization and attention to detail.	Student journal is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience (teacher). Some slang or simplistic words should be replaced.	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.

Handout #1:

Characteristics of a Great Coworker SAMPLE RESPONSES

