

Together Everyone Achieves More

– Build your teamwork skills



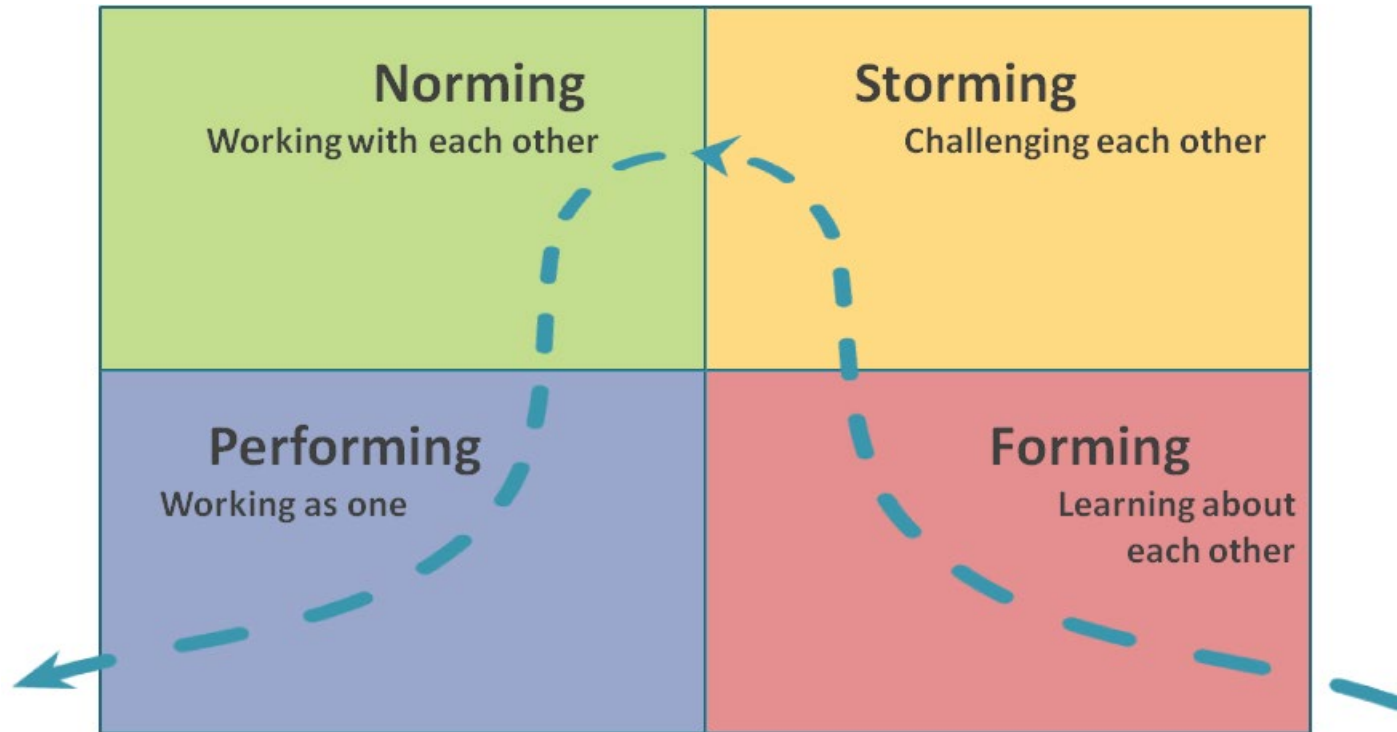
Warm-up

- How important is a team for you?
 - ▣ List out the following:
 - things that you prefer to do by your own
 - things you prefer to do with a group/team,
 - things you can't/never try to do by your own.



- *A team is a highly effective, cohesive group of individuals who work together with commitment to reach a common goal.*

Bruce Tuckman: Team Development Model



http://keepcalmandcarryonsa.blogspot.hk/2013_02_01_archive.html

Team stage

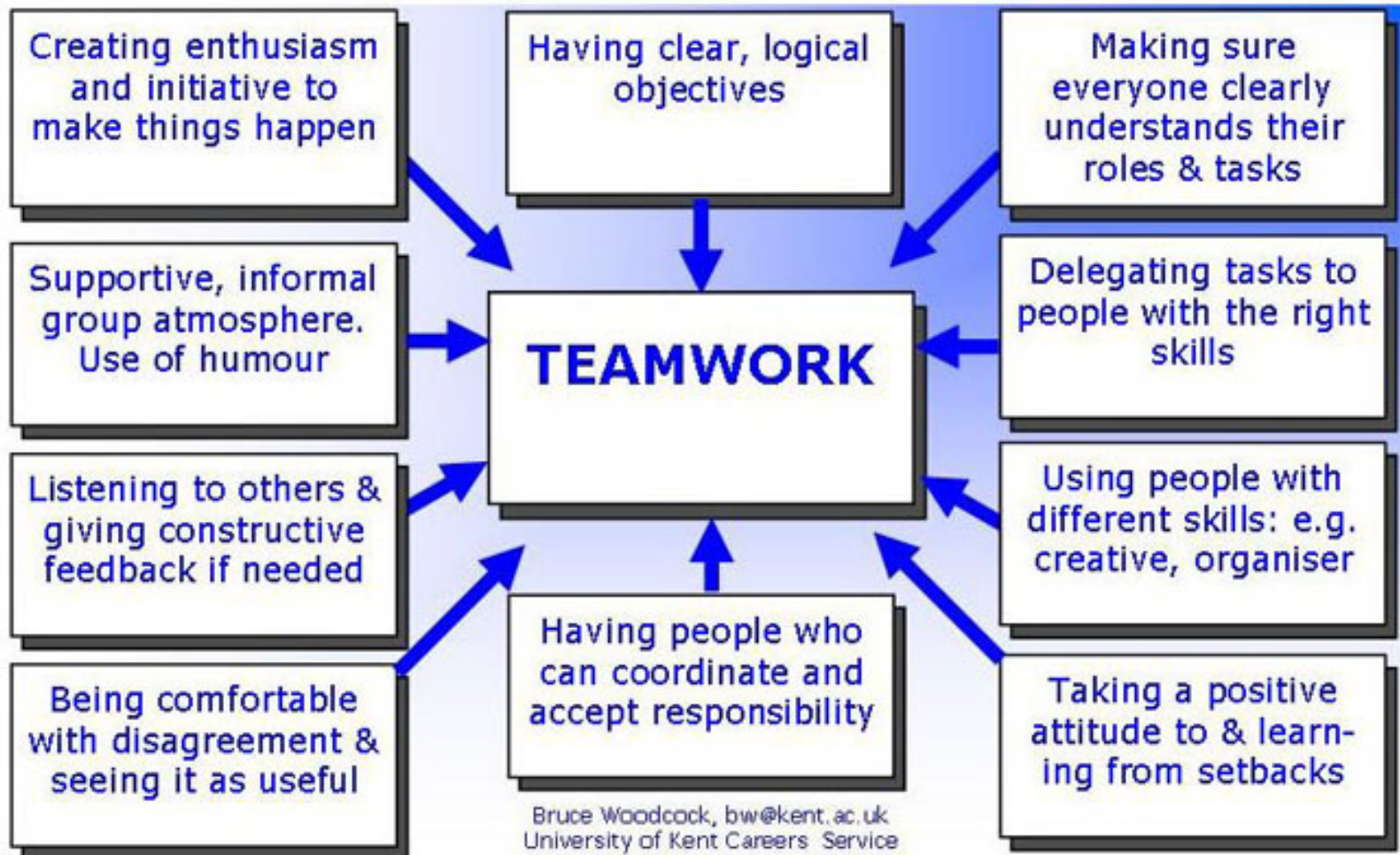
Team stage	Situation	Team Performance
Forming	<ul style="list-style-type: none">- Form initial impression of each other and getting acquainted	<ul style="list-style-type: none">- Learn about each other and the team's background, culture, mission, etc., start to discuss their objectives/goals and explore what role they can play
Storming	<ul style="list-style-type: none">- Compete with each other for status and for acceptance of their ideas	<ul style="list-style-type: none">- Different ideas on what should be done and how they should be done, cause conflicts within the team
Norming	<ul style="list-style-type: none">- Respect each other's opinions and value their differences	<ul style="list-style-type: none">- Reach the consensus, begin to see the values of individual differences and start to work together
Performing	<ul style="list-style-type: none">- Function without oversight and the members have become interdependent	<ul style="list-style-type: none">- Able to work together effectively, and highly motivated to get the tasks done

Characteristics of each team stage



<http://www.neocrisis.com/articles/178-jazzking2001s-/7002-tuckmans-group-development-model-v15-7002>

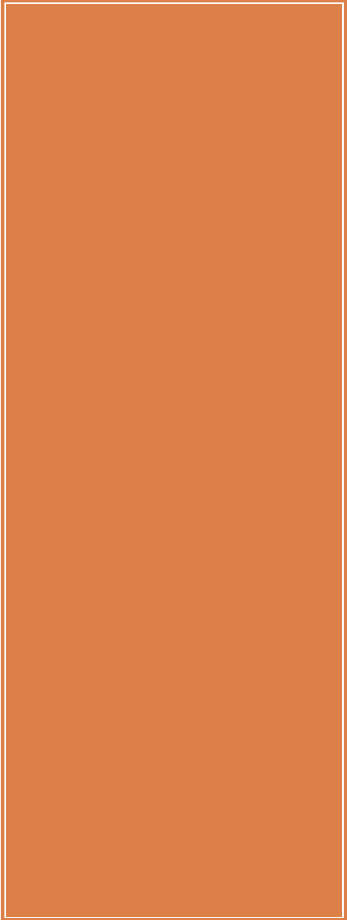
A good team:



Elements of Teamwork Checklist

Teamwork Elements	Characteristics
Communication	Free, open expression of ideas and feelings at all appropriate times with no fear of embarrassment or reprisal.
Participation	Full contribution, reaches out to lend a hand, readily available.
Give and Take	Open to compromise. Be flexible. Recognition that it is sometimes better to give in than be “Right.”
Leadership	Promotes team actions and decisions, recognizes he/she needs the team, and lets each member know where they stand. Team members support his/her suggestions.
Organization	Knows their responsibilities. Provides structure to accomplish team goals.
Preparation	Did their assigned task before meeting. Task research was thorough.
Procedure	Lives by the ground rules and procedures. Functions smoothly, works with the team.
Capability	Has confidence in participating the tasks and can rely on performance

Some Common Challenges

- 
- Different expectations within the team
 - Expectations from others (members, former excos, the university, partners, etc.)
 - Prioritization, different commitment level in the team
 - Study stress, personal commitment
 - Time limitation

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Belbin's Team Roles



What is your role?

Belbin's Team Roles

Team roles	Application in Service-Learning
Coordinator	<ul style="list-style-type: none">- Leads team discussions to identify needs and prepare the activities- Makes sure that everyone contributes- Ensures the team works towards common and agreed goals
Implementer	<ul style="list-style-type: none">- Turns ideas into practical actions, and organizes the tasks to be done
Monitor / Evaluator	<ul style="list-style-type: none">- Analyses and evaluates the team's ideas
Plant	<ul style="list-style-type: none">- Encourages imagination- Contributes new and alternative perspectives and ideas

Belbin's Team Roles

Team roles	Application in Service-Learning
Resource investigator	<ul style="list-style-type: none">- Explore opportunities and resources to facilitate the project- Develop contacts with different stakeholders
Shaper	<ul style="list-style-type: none">- Be suited to overcome obstacles and opposition- Challenges the team to improve the service
Specialist	<ul style="list-style-type: none">- Contributes in applying their expertise in the service projects, e.g. technical knowledge
Team Worker	<ul style="list-style-type: none">- Provide support, make sure everyone work together effectively
Completer / Finisher	<ul style="list-style-type: none">- Keeps the group on track in accomplishing the tasks- Ensures work meets deadlines and conforms to the expected standards

Belbin's Team Roles

- It is not a must that all the team roles will appear in a team.
- Students can play more than one more team roles that they are most comfortable
- Students can change their team roles over time at different stages and/or when carrying out different activities/tasks

A Good team member:

- ☐ respect the time of all members
- ☐ are punctual for meetings
- ☐ turn up
- ☐ complete their own targets to deadline so that other people are not kept waiting
- ☐ respect the opinions of others in the team
- ☐ take turns
- ☐ share responsibilities
- ☐ keep each other informed about developments

<http://www.palgrave.com/skills4study/studyskills/personal/working.asp#Group>

Steps of working with others:

1. figure out what needs to be done;
2. discuss and decide who will be responsible for which task and be clear about what everyone is going to be doing;
3. decide on timescales and resources to get your tasks done on time;
4. get together and talk about how you're progressing - what went well and what didn't;
5. agree with the others on ways you might be able to improve;
6. find ways of working together that work;
7. support each other;
8. take on different roles;
9. deal with difficult situations and difficult relationships;
10. know where to go to for help.

<http://www.bbc.co.uk/keyskills/widerks/3.shtml>

Conclusion

None of us is as good as all of us

三人行必有我師焉

TEAM = Together Everyone Achieve More!

**Teamwork success can't be achieved
without EFFORT!**

Reference

- Belbin, M. (1993a). *Team roles at work*. Oxford: Butterworth-Heinemann.
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- Tarricone, P. & Luca, J. (2002) *Successful teamwork: A case study*, in *Quality Conversations*, Proceedings of the 25th HERDSA Annual Conference, Perth, Western Australia, 7-10 July 2002: pp 640.