



S-420 Unit 1: Team Development

Summary:

It is essential for group members to bond in order to create efficient teams that work well together. Teams will do an exercise designed to foster cooperation and communication.

Objectives:

Students will be able to:

- List the stages of team development.
- Discuss how a positive team climate influences team effectiveness.
- List the essential elements of a team.

Instructor Note:

Before teaching this unit, instructors are encouraged to read about team development so they are more familiar with the concept. NWCG suggests *Team of Teams: New Rules of Engagement for a Complex World* by General Stanley McChrystal.

Unit at a Glance:

Topics	Method	Duration
Team Development Process	Presentation and Exercise	35 Minutes
Creating a Positive Team Climate	Presentation, Video, and Exercise	40 Minutes
Team Essentials	Presentation and Exercise	45 Minutes
Total Unit Duration		2 Hours

Materials:

- Command versus Team Structure poster.
- Team Building Exercise material for chosen exercise (in Coaches Resources folder).
- Flip chart and markers (1 per small group).
- Ability to display images and video on large screen.
- White board or easel access for group breakout.

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Objectives

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- Review unit objectives.

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Teams

Teams have these characteristics:

- Common goal
- Communication strategies
- Leadership
- Commitment
- Cohesion
- Identity

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Lead students in a discussion about what this statement means to them.

“All teams are groups, but not all groups are teams.”

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Team Development

- Team development is not a one time event; it is ongoing.
- Teams evolve and transition through stages of development from a collection of strangers to a united, common-focus team.
- Team development is ongoing throughout the entire existence of the team because of internal and external factors (e.g., new team members, new information, and changes in stress levels).

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- Ask students to describe how the characteristics from the previous slide can affect team development.

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Stages of Team Development

1. Forming	• What is happening at this stage?
2. Storming	• What are team members feeling at this stage?
3. Norming	• What actions can team members take during this stage to help move through this stage?
4. Performing	
5. Adjourning	

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Bruce Tuckman's theory on stages of development is a common model used to help describe the stages of development a team may go through. The team does not always go through the stages in a linear process.

Forming

Question: What is happening at this stage?

Answer: Team is initially formed or reformed after a period of separation.

Question: What are team members feeling at this stage?

Answer: Positive and polite; anxiousness is also high because roles and responsibilities have not been made clear yet.

Question: What actions can team members take during this stage to help move through this stage?

Storming

Question: What is happening at this stage?

Answer:

Human dynamics begin to occur.

Competing values may surface.

Personality conflicts occur.

People may jockey for position and push back on boundaries.

Disagreements about goals, roles, and expectations.

Focus can shift from task-at-hand to frustration.

Question: What are team members feeling at this stage?

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Answer: Upset, frustrated, and angry.

Question: What actions can team members take during this stage to help move through this stage?

Norming

Question: What is happening at this stage?

Answer:

Differences begin to be resolved.

Team norms and expectations are being bought-off on by team members.

Production increases.

Team cohesion improves.

Team members may begin to socialize.

Team members are sharing constructive feedback and can ask for help.

Question: What are team members feeling at this stage?

Answer: Safer and calmer.

Question: What actions can team members take during this stage to help move through this stage?

Performing

Question: What is happening at this stage?

Answer:

Work occurs with decreased friction.

Team is communicating effectively.

Both team and individual goals are the focus.

Team members can take on various roles and responsibilities. Team members are completing tasks because they anticipate what needs to be done.

Team cohesion is high.

Question: What are team members feeling at this stage?

Answer:

Members feel attached to the team.

Members feel confident in their abilities and abilities of the team.

Adjourning

Question: What is happening at this stage?

Answer: The team experience is ending because the project is complete, the season ends, organizational restructuring, etc.

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Question: What are team members feeling at this stage?

Answer:

A range of emotions can occur such as sadness, frustration, anxiety because of uncertainty, satisfaction, and enjoyment due to inclusion.

People leave the team setting with an emotional attachment to that experience. Whether it is a negative or positive attachment, they are likely to bring a similar emotion to the next team environment.

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Team Cohesion

- Team cohesion is the tendency for a team to remain united in the pursuit of common goal(s); degree to which team members contribute to the team's ability to function as a unit.

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- Team cohesion develops over time out of personal interaction and results in a sense of belonging.
- Team cohesion is improved one interaction at a time.
- Team cohesion improves when people feel valued and respected. People want to be involved in meaningful work and they want to contribute.

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Factors that Affect Team Cohesion

- Stress and fatigue can decrease cohesion.
- Pressures to perform can decrease cohesion.
- Group size – Larger groups tend not to be as cohesive.
- Proximity – If team is spread out, cohesion can decrease.
- Values – Can increase or decrease.
- Individual characteristics.
- Level of rapport – Higher level of rapport increases connectedness and cohesion.

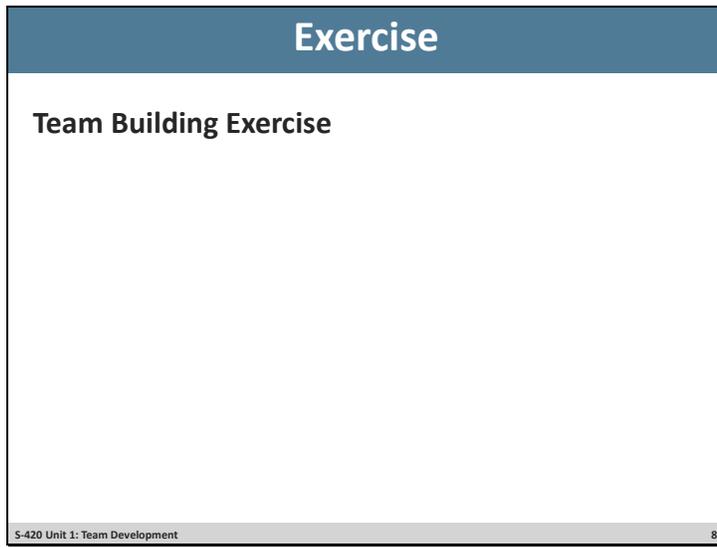
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- Factors that influence team cohesion include:
 - Values – If team members have similar values, cohesion can increase; if the team members have competing values, cohesion can decrease. Conflict can result when there are competing values (personal versus personal values, personal versus team values, and team versus organizational values).
 - Individual characteristics (personalities, values, mannerisms, leadership style, learning style, etc.) can increase or decrease cohesion.

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Slide 8



The slide content is enclosed in a rectangular frame. At the top, there is a dark blue header bar with the word "Exercise" in white. Below this, the text "Team Building Exercise" is displayed in a bold, black font. At the bottom left of the frame, there is a small grey bar containing the text "S-420 Unit 1: Team Development". At the bottom right of the frame, there is a small grey bar containing the number "8".

Exercise: Team Building Exercise (30 minutes)

Purpose: To foster teamwork and communication.

Materials: Team Building Exercise – Coach Resources folder

- Coach selects and facilitates one of the Team Building Exercises from the Coach Resources folder. Additional team building exercises can be utilized throughout the course at the cadre/coach discretion.

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Leadership and Positive Team Climate

- Climate refers to the behavior, attitudes, and feelings that characterize the team.
- A positive team climate increases the team's effectiveness.
- Leadership is about influencing people and moving people towards a desired state. It requires skills such as attitude, motivation, and momentum.
- A leader wants to create a positive team climate; a climate where there is trust, safety, and support.

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- Leadership is not a position in an organization or a title given by an organization. The people around the leader give the title.

Question: How can leaders build and maintain trust?

Possible Answers: Communicating clearly, showing compassion, demonstrating composure and competency, and being consistent.

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Leadership and Positive Team Climate

- People often use three terms (management, supervision, and leadership) interchangeably.
- The terms are related; however, they differ and are not good or bad.

"It is amazing what you can accomplish if you do not care who gets the credit."

– Harry S. Truman

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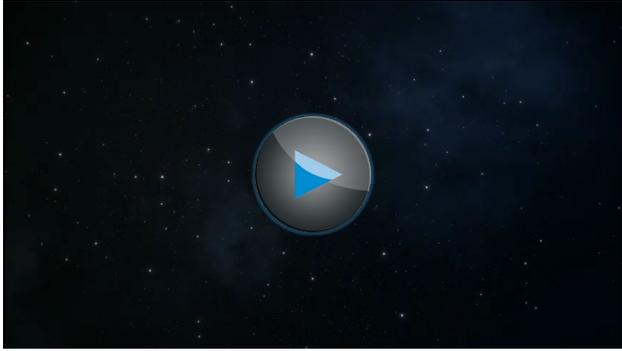
- **Management:** manage programs, systems, goals; oversees major operations; the organization gives the title of manager; requires skills that are quantifiable and easy to observe. A Planning Section Chief has good organizational and management skills.
 - **Supervision:** supervise people at work; influence people to produce products at some level; the organization gives the title of supervisor; requires skills that are quantifiable and observable.
 - **Leadership:** Leadership is not a position in an organization or a title given by an organization. The people around the leader give the title.
- Using the Command versus Team Structure poster, discuss the differences between command structure and team structure.

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Leadership and Positive Team Climate

- A leader wants to create a positive team climate.
- How do leaders build and maintain trust?



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Play Video

Title Why Good Leaders Make You Feel Safe, Simon Sinek

Summary Management theorist Simon Sinek suggests that a great leader makes their employees feel secure.

Time (12:00)

Audio

Post-Video Discussion (15 minutes)

Purpose: To provide the teams with an early opportunity to work and communicate with one another and to discuss leadership and the importance of getting the climate right.

- Teams should discuss the video as it relates to leadership.

Post-Video Activity (15 minutes)

- Ask each team to do the following:
 - Discuss what they learned from the video in terms of creating a positive team climate.
 - Define leadership but **do not** list the characteristics of a leader.
 - Identify what can be done to build trust on their team.
 - Have students write their answers on a flip chart.
 - Facilitate a class discussion by asking each team how they completed the activity.

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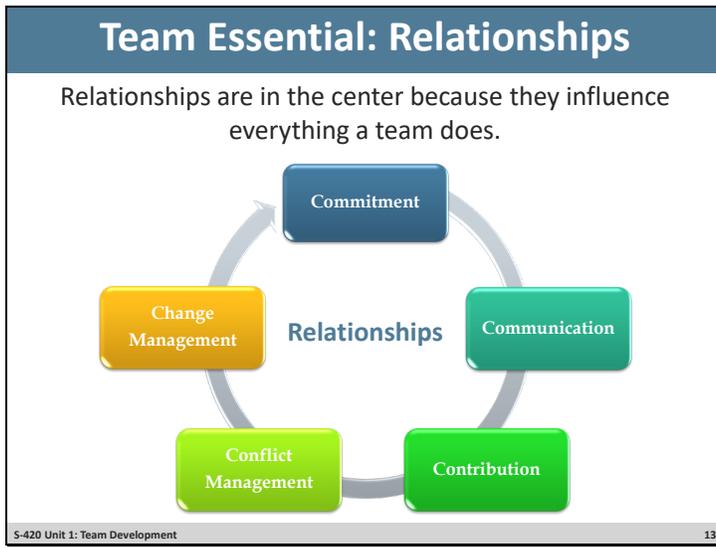
- Team essentials are about getting the climate right on a team.
- Team essentials are all interrelated (e.g., communication affects relationships; relationships affect conflict management).

Note to Instructor

Slides 13-18 further describes the six team essentials.

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Slide 13



- The effectiveness of your leadership is directly related to the quality of the relationships you have with people.

Question: Intra-team relationships are between team members of a specific team (e.g., members of an IMT). What are the benefits of having positive connections within the team?

Answer: Possible answers include retention of team members, quick to share credit, fewer hidden agendas, and productive feedback.

Question: Inter-team relationships are between different teams, such as between two IMTs or an IMT and outside stakeholders. What are the benefits to having a positive relationship with another IMT or outside stakeholders?

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- ❑ Discuss examples of things a team can do to enhance commitment. A shared purpose, mission statement, and values can effectively enhance commitment.

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- Discuss the importance of communication. Unit 4 solely focuses on communication.

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Slide 16

Team Essential: Contribution

- A team needs people with the right skill sets and willingness to contribute.
- People tend to contribute more to a team when they feel valued and empowered.

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- Contribution has to do with the function and skills a person provides and the degree of their effort.
- Have students discuss the following question in their teams: What skill sets does each team member bring and how do those skill sets match with the rest of the team?

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Team Essential: Conflict Management

- A team needs to manage conflict.
- Managing conflict is much easier in a positive team climate.

The diagram shows a central word 'Relationships' surrounded by five interconnected components: Commitment, Change Management, Communication, Contribution, and Conflict Management. These components are arranged in a circle and connected by a thick grey arrow that curves clockwise, indicating a continuous cycle. The 'Conflict Management' box is highlighted in green, while the others are dark grey.

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Note to Instructor

Unit 6 focuses solely on Conflict Management.

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Team Essential: Change Management

- A team needs a positive view of change.
- Change is one constant; it is normal.
- Change can be positive as well as negative.



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Question: Why do people tend to resist change?

Answer: They fear the unknown, they're currently comfortable, they don't want the additional workload, etc.

Question: How do you lead through change?

Answer: Communicate early and often, let people know what their decision space is, identify positives and similarities, present it positively.

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Exercise

Choosing Team Roles for Simulation

- Students will select a C&G position to perform in the simulation, according to instructions from your coach.
- Answer the following questions:
 - What is your greatest area of strength?
 - What do you hope to learn by performing in the position?

Exercise: Choosing Team Roles for Simulation (20 minutes)

Purpose: To apply the lessons learned on team building.

1. Within each team, students will select a Command and General Staff (C&G) position they would like to perform for the simulation. There should be one student to fill each C&G position (ICT2, SOF2, OSC2, PSC2, LSC2, FSC2, PIO2, LOFR).
2. Coaches should explain that roles may possibly change during the simulation. Remind students that they will be evaluated on their ability to perform as a team member, not on their ability to perform the specific role they will fill for the simulation.
3. Tell students to apply what they learned about team building and complete the following tasks. (5 minutes)
4. Each student must answer these questions for the team:
 - What is their greatest area of strength?
 - What do they hope to learn by performing in the position?
5. Teams will then determine how positions will be selected.
6. Coaches will lead a discussion with their team on how the team accomplished the task. (5 minutes)
 - Is picking names out of a hat OK?

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- Is it all right to leave people in their comfort zones?

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Objectives

Students will be able to:

- List the stages of team development.
- Discuss how a positive team climate influences team effectiveness.
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- Review unit objectives.