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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business Management |
| **Lesson/Unit Title** | Team Building |
| **TEKS Student Expectations** | **130.139 (c) Knowledge and Skills**  (8) The student knows self-development techniques and interpersonal skills to accomplish management objectives.   1. The student is expected to identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, the student will understand the importance of interpersonal skills in business.  **Specific Objectives**   * Students will understand the purposes for teamwork. * Students will identify team-building skills. * Students will describe the stages of team development. * Students will practice interpersonal skills necessary for effective teamwork. |
| **Rationale** | Team building is the most important investment that businesses can make for their people. It builds trust, mitigates conflict, encourages communication, and increases collaboration. Effective team building means more engaged employees, which is good for company culture and boosting the bottom line. This lesson helps is demonstrates how to develop the interpersonal and team-building skills necessary for effective teamwork. |
| **Duration of Lesson** | 4-5 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * Team – People who assemble for achieving a common goal. * Nominal Group Technique – For a problem being discussed, each member of a group has a say in the topic being discussed or examined anonymously and comments are tallied. * Brainstorming – A candid, informal approach to team participation. * Conflict – A type of disturbance in communication that gets in the way of goals being achieved. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Textbook * Lesson Presentation * Websites * Team Building Conflict Resolution Rubric * Team Building Paper Airplane Presentation Rubric * Team Building Teamwork Newsletter Rubric   **Equipment Needed**   * Instructor Computer * Projector for presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** students if they have worked on group projects.  **Ask** students if they know how different types of teams are chosen in their school. |
| **Direct Instruction \*** | 1. Team-Building Purposes and Benefits    1. Work to achieve a common goal    2. Increased job satisfaction    3. Can increase productivity    4. Can increase service or product quality    5. Combined skills       1. Leadership       2. Technical       3. Interpersonal    6. Ask students to think about different types of teams that they may be involved in or are aware of    7. Ask students if they have any reasons why teams at work are more prevalent now than in the past 2. Traditional and Self-Directed Teams    1. Traditional       1. Team leader makes decisions       2. Individual performances are evaluated       3. Responsibility and authority rest with the team leader       4. More narrow skill set    2. Self-Directed       1. Teams make decisions through group consensus       2. Team performance is evaluated       3. Responsibility and authority are with the team members       4. Broader skill set    3. Talk to students about the idea of rewarding teams as opposed to individuals. Have students in pairs discuss the pros and cons of this process. Would they prefer a hybrid plan of rewarding teams and individuals or a plan of only rewarding individuals on a successful team?    4. Team building is not necessary for everything that a business does. However, due to the benefits that team building can provide, it may be a positive decision for an organization. Direct students to the Diagnosing the Need for Team Building survey at the following website: http://www.kellogg.northwestern.edu/faculty/uzzi/ftp/skills.html. Discuss their results as they relate to creating teams in an organization. 3. The Manager's Role in Team Building    1. Create an atmosphere of trust    2. Encourage growth of skills of team members    3. Must understand what makes a team successful    4. Reinforce the idea that the manager most likely is not going to be the leader of a team. The manager sets the tone for the teams as a larger group. Then the teams will each have a leader. Explain to students that each person in a team should have a role as well. Depending upon what the team's goals are, one person can be the scheduling coordinator, one can be the technical advisor, one can be the researcher, and so on. This creates accountability for all team members. 4. The Team Leader's Role (once a team is formed)    1. Facilitator for       1. Problem-solving       2. Planning work schedules    2. Managing relationships (external)       1. Between other departments       2. Between other teams, serves as liaison for the team    3. Managing relationships (internal)       1. Team members getting along with each other       2. Ensuring team members accomplish tasks together    4. For teams to be successful, the manager and the team leader must both share support for the team, and include the team members in decisions so they have ownership of what their team accomplishes. 5. Ensuring Team Success    1. Provide specific goals for the team    2. Organize teams around the nature of their work    3. Provide support and encouragement    4. Include team members in evaluation measure so they know their expectations    5. Communicate effectively    6. Have pairs of students conduct Internet research for a company that is known for its teamwork. The pairs should write down 10 facts about their teamwork practices that they feel are important. Then have the pairs make a short, informal presentation of the findings. 6. Stages of Team Development    1. Forming    2. Storming    3. Norming    4. Performing 7. Progression of Team Leader Role in Stage of Team Development    1. Forming—Director    2. Storming—Coach/Conflict Resolution    3. Norming—Facilitator    4. Performing—Delegator    5. Explain to students that just as teams grow and evolve the longer they work together, so too does the team leader's role. Ask students how much directing and leading is done at the beginning compared to the last stage of team development. They may be a little confused that the leader may do more hands-on work at the beginning than the end. But explain that a major part of leadership is empowering the team members to be independent. 8. Stage One – Forming    1. Feelings       1. Members feel excitement       2. High expectations    2. Behaviors       1. Many questions       2. Much team leader directing    3. Team Tasks       1. Define and assemble the team       2. Create team goals    4. Encourage students to think of an example of when teams would be used in a business. If they have trouble getting started, suggest a team to market the upcoming hottest smartphone. Have students get into groups to discuss what may occur at each stage of the team development. For example, in stage one, how would the team be assembled? Would it be employees who worked together on the previous smartphone version marketing teams, or would the company want new ideas from a new group? 9. Stage Two – Storming    1. Feelings       1. May feel frustration with progress       2. Concern about meeting goals    2. Behaviors       1. Possible disagreement       2. Conflicts arise    3. Team Tasks       1. Re-working of goals       2. Conflict resolution    4. What are possible conflicts this team may encounter in stage two? Maybe there are some members who have marketed the smartphone for years and some new employees. 10. Stage Three – Norming     1. Feelings        1. Feelings of acceptance        2. Appreciating each other's opinions     2. Behaviors        1. Increased communication        2. Increased trust     3. Team Tasks        1. Increased productivity        2. More success with group consensus     4. Ask students what can be accomplished in stage three. 11. Stage Four – Performing     1. Feelings        1. Confidence in the team        2. A connection to the team     2. Behaviors        1. Problem solving        2. Achievement of team goals     3. Team Tasks        1. Continued skill development        2. Team accomplishments recognized     4. Ask students what would happen in stage four. Remind students to keep the original goal in mind of discussing a marketing plan for the new smartphone.     5. Have student go to the following website and take the Team Development Behaviors questionnaire:   [http://www.kellogg.northwestern.edu/faculty/uzzi/ftp/s kills.html](http://www.kellogg.northwestern.edu/faculty/uzzi/ftp/s%20kills.html).  Discuss the students' results as they relate to the stages of team development.   1. Formal and Informal Groups    1. Formal       1. Membership usually decided by management       2. Team roles usually assigned       3. Purpose is usually to coordinate company goals and activities    2. Informal       1. Membership usually voluntary       2. Personal interactions usually determine team roles       3. Purpose is usually work-related activities or an interest in common       4. Can boost morale in an organization    3. While formal teams are essential in an organization for achieving the organization's goals, a combination of formal and informal helps boost morale. For example, when a group of individuals are put together to be on a work team who are otherwise unfamiliar with each other, having an occasional day or event where they can come together casually can help morale and productivity. 2. Organizing Teams    1. Regardless of formal or informal    2. Establish norms       1. Behavior in meetings       2. Achieving goals    3. Guidelines to monitor progress    4. Communicate frequently    5. Encourage participation    6. Asks students to think of any team they have been a part of, such as an athletic team or work team. Have them think of meetings. Were they organized with an agenda? Were there standards for behaviors in the meetings? 3. Managing Team Participation    1. Nominal Group Technique    2. Brainstorming 4. Nominal Group Technique    1. Management presents a problem or situation    2. Each member contributes a solution anonymously on a card or piece of paper    3. Suggested solutions are presented to the group and discussions are held    4. Blank cards are passed out again and each team member writes the three best solutions on separate cards    5. Results are tabulated, and a decision is made    6. One of the reasons that some individuals do not prefer working in teams has to do with communication within a group. Ask students how they feel about speaking or contributing ideas when they are in a group. The Nominal Group Technique is a favorable method to get group members who feel intimidated to contribute (because it allows for anonymous participation). 5. Brainstorming    1. Candid group discussion    2. Generates ideas    3. Creativity encouraged    4. All suggestions discussed    5. Possible solutions narrowed down    6. Brainstorming can sometimes be a less controlled method of participation. Ask students if they prefer to brainstorm or use the previous method discussed. 6. Conflict in Organizations    1. What is conflict?       1. A type of disturbance in communication that gets in the way of goals being achieved       2. Can occur when goals clash    2. Productive conflict       1. Can inspire creativity and new ideas       2. Leads to possible discussions       3. Contributes to development of group goals as opposed to individual goals    3. Non-productive conflict       1. Creates resentment       2. Occurs when individual goals supersede those of an organization    4. Another intimidating factor of working in a team is the possibility of conflict and disagreements. An effective leader should be aware of and monitor any potential or active conflicts. Ask students if they have been involved in group situations where there has been conflict and if/how it was resolved. 7. Conflict Resolution Strategies    1. Avoidance       1. Most appropriate for minor issues       2. Manager takes neutral position    2. Compromise       1. Combination of suggested solutions       2. Usually most acceptable method because group members have input that leads to a solution    3. Win/Lose       1. Least desirable strategy       2. No compromising       3. Takes longer to reach a decision    4. Conflict may be inevitable occasionally in a team situation. While some conflict is productive, some may have negative consequences. A team leader has an important role in handling team conflicts and directing them into positive results.    5. Ask students who may have been involved with conflicts in groups if the issue would be considered major or minor. This can also determine how the conflict is handled. While avoidance may be effective for minor issues, this may not be the case for major issues. Discuss with students what issues they would consider to be major or minor and which strategies would be most effective.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * NONE |
| **Guided Practice \*** | Place signs around the room that say Avoidance, Compromise, and  Win/Lose. Present students with the following scenarios and have them stand under the sign for the appropriate conflict resolution strategy. After each scenario, ask for volunteers under each sign to explain their reasoning. Following are the scenarios: 1) your office is  moving to another building and you and a co‐worker both want a  corner office, 2) two co‐workers on your team are having a  disagreement about budget amounts for a project you are all working  on, 3) you are thinking of offering an individual bonus based upon highest sales for team members and some team members support this while others do not, and 4) team members are disagreeing on who takes breaks at what time. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students imagine that they were going to open a small local business. Because the people who work in a locally‐ owned business tend to function as a team, it is important to consider who you would want on your team. Have students make a list of the people they would choose to be on their team to start their business. Next to their name, explain why you want them on your team. Do not just say that you like them, or they are nice, but mention any specific skills, abilities, or other qualifications that can benefit your business and make work enjoyable as well. |
| **Lesson Closure** | Ask students the following questions on exit tickets.  **Question #1:** What are the four stages of team development?  **Answer #1**: Forming, Storming, Norming, and Performing  **Question #2**: What does a team leader’s role do as these stages progress?  **Answer #2**: The leader progresses from a great deal of hands‐ on involvement to that of merely delegating as teams become more autonomous.  **Question #3**: During which stage is the team cohesive and productive?  **Answer #3**: The Norming stage.  **Question #4**: What are two methods of managing team participation?  **Answer #4**: The Nominal Group Technique and Brainstorming  **Question #5**: What are three strategies for conflict resolution?  **Answer #5**: Three strategies are avoidance, compromise, and win/lose. |
| **Summative / End of Lesson Assessment \*** | The following can be considered a formal evaluation: see separate handouts   * **Paper Airplane Presentation Assignment #1 –** Have students draw numbers or use any method you would like to group the students into teams of three to four students. The teams are to select a team leader or captain. The teams will then conduct a “Get to Know You Activity” of their choice; for example, they can take turns telling something unique about themselves or telling about a favorite vacation. This is supposed to build trust in each other. Then they will design a paper airplane that will participate in a flight contest against the other teams in the room. They may each create one and take turns flying it to see whose flies the farthest or whatever selection method they choose to narrow down to one plane for the team. Then they will create a presentation with a visual of their choice, such as a presentation using software, flipchart paper, or writing or drawing on the board. This will explain their “Get to Know You Activity” and why they chose that activity; who the captain is and how he/she was selected; what design of airplane they created; and why they chose that design, including any improvements or changes they had to make in the design during this process. After all teams have presented, run the flight contest to see whose plane travels the longest distance. Then discuss how effective teamwork played a role in this activity. The teams will be evaluated on their teamwork and completion of all parts of their presentation (not on how far their planes flew). * **Conflict Resolution Assignment #2 –** Present students (in a pair) with a situation that created conflict or have them create their own situation—maybe from a work experience they had—and have the students create solutions using each type of conflict resolution (avoidance, compromise, and win/lose). They will create a comic strip (they may use an online comic strip creator) describing their conflict scenario and explain each type of resolution as it applies to their situation, and which type they would have used in the situation to reach a solution. They should include at least six panels in their comic strip. * **Teamwork Newsletter Assignment #3** – Students will create a newsletter that highlights concepts they have learned about team building. They can have sections discussing stages of team development, conflict resolution, the team leader’s role, the student’s actual involvement in teams, how to ensure a team’s success, or any other sections the student would like to include. Students may use a template in a word processing program or create one from scratch. They are to include a title, two columns, at least three sections with headings, and graphics as appropriate. |
| **References/Resources/**  **Teacher Preparation** | **References:**   * Business Principles and Management, South‐Western   Publishing, 2001   * Business Management, South‐Western Publishing, 2013   http://hrweb.mit.edu/learning-development/learning-topics/  teams/articles/stages-development   * [www.uwex.edu/ces/4h/clubs/documents/TEAMBUILDING023.pdf](http://www.uwex.edu/ces/4h/clubs/documents/TEAMBUILDING023.pdf) * <http://www.kellogg.northwestern.edu/faculty/uzzi/ftp/skills.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English-English I Knowledge and Skills**  **110.33 (b) (1) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.  **110.33 (b) (11) Reading/Comprehension of informational text/procedural texts.** Students understand how to glean and useinformation in procedural texts and documents. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students interview a manager of a business regarding their approach to teamwork and team building. Ask the manager for what purposes they utilize teams and what method, whether formal or informal, he/she uses to assemble the teams. Ask the manager what they consider the advantages and disadvantages are for working with teams. Summarize your findings in a one-page report. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)