

**Center for Student Leadership
Working in Groups
Curriculum (sample)**

- I. Values (10 minutes)
 - a) Brainstorm: Personal v. professional values
 - 1. What are some of your personal values?
 - 2. How many of the values you hold in work are on this list?
 - 3. Why do we value things differently personally and professionally?
 - b) Definition of values
 - c) What is the value of values? Look at reading.
 - 1. Ask for summary.
 - 2. Reactions – general agreement or disagreement?

- II. Introduce the Team Orientation and Behaviors Inventory (5 minutes)
 - a) Developed to assist groups distinguishing between what they *value* versus what they can actually do (skills)
 - b) Importance of working in teams (Goodstein, Cooke, and Goodstein)
 - 1. Organizational development
 - 2. Complexity of organizations requires team work

- III. Take instrument and plot results (15 minutes)

- IV. Explanation of graph and the Four Profiles (10 minutes) (Goodstein, Cooke, Goodstein)
 - a) Maintenance functions (consideration of people) v. Task (initiation of structure)
 - b) Fully Functioning Profile – High Skills and High Values on both dimensions
 - c) Lone Ranger Profile – Low Skills and Low Values; must clarify values related to teams and the benefits of team work; then concentrate on skill sets
 - d) Educably Retarded Profile: High Values and only High Task Skills OR Low Task AND Maintenance Skills – must increase on both sets of skills
 - e) Trainer/Consultant Profile: High Skills for Task Maintenance Functions but Higher Values for Maintenance than for Task Activities – tend to prize maintenance functions so highly that little attention is paid to task requirements; must focus on value clarification

- V. Reactions and debriefing (10 minutes)
 - a) What did you see that surprised you?
 - b) How could this help you working in a group or on a team?

VI. Defining teams (5 minutes)

- a) What is a team? How does it differ from a group?
- b) Team development: *analysis of the relative strength of group task and maintenance roles in functionally interdependent teams for the purpose of establishing, restoring, or maintaining an adequate balance between these two roles in order for the team to function at its maximum potential* (Goodstein, Cooke, and Goodstein)

VII. Break (5 minutes)

VIII. Business teams (10 minutes)

- a) Plot teams' profile on graph
- b) Small group discussion
- c) Process reactions in large group

IX. Role presentation and discussion (10 minutes)

- a) Role presentation
 1. Facilitator, timekeeper/scheduler, recorder, checker, summarizer, elaborator, researcher-runner, wildcard, others?
 2. What other roles exist in a team? Uses – either strengthen your own skills or use your own strengths to identify roles that are well suited to you
- b) Discussion
 1. Identify values and skills orientations of people in examples
 2. Who is best suited to what roles? Why?

X. Tools for working in a group or a team (15 minutes)

- a) Concept mapping – create spiderweb of ideas. Create flowchart of what is involved in a project including all tasks and time expected for each task. Assign roles.
- b) Group Covenant – team proposal
- c) Group Contract – mechanism to hold one another accountable. Put in writing.

XI. Housekeeping

- a) Reiterate assignments