Lesson Plan: 21st Century Employability Skills Series

Collaboration, Lesson 1: Team Building

LESSON SUBJECT (21st Century Skill, Lesson Number: Topic)

Collaboration, Lesson 1: Team Building

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ACADEMIC LEARNING GOALS (OUTCOMES/OBJECTIVES) FOR THIS LESSON:

(What learners should know or be able to do as a result of the lesson.)

The four primary attributes of Collaboration covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 1 & 2:

1. **Understands that a diverse team, in person or remote, benefits everyone. Willing to use technology to assist in team tasks.**
2. **Respects people’s differences while at the same time finding what they have in common that allows the team to work together.**
3. Shares leadership by gathering ideas and using the skills of all team members. Offers help and encourages everyone to share responsibilities.
4. Finds positive ways to deal with conflict amongst team members and sees failure as a way to learn.

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:

(What elements of the lesson allow learners to utilize critical thinking techniques.)

- Using facilitation strategies in addition to instruction will encourage learner participation and opportunities to exercise critical thinking.
- In this lesson, the facilitation strategies are class discussion/examples, reflection & lists, as well as a team activity.
- Think of the 80-20 rule. 80% of this lesson is ready for use, 20% can be enhanced by interactive activities and examples you come up with as an instructor. After using this lesson, you can provide your feedback and enhancements through the [www.newworldofwork.org](http://www.newworldofwork.org) website.
MEDIA, HANDOUTS, OR EXTRA MATERIALS: (What media is used in addition to lesson plan.)

The skills lessons have been designed to go along with the New World of Work/CreatorUp video content. All the Lesson 1’s can incorporate the “What Not to Do” videos and all Lesson 2’s can utilize the 21st Century Skills Video Assessments. These videos can also assist in hybrid/online courses. Gauge student interest in the videos and play throughout the course as needed.

This lesson uses:

- New World of Work “What Not to Do” Collaboration video: [www.youtube.com/watch?v=xTOtm8Bnylc](www.youtube.com/watch?v=xTOtm8Bnylc)
- Team Development Handout and Zig-Zag Model Handout

INSTRUCTION: (List of reproducible steps for the lesson.)

Instructor Notes (General):

To allow for greater flexibility of delivery, lessons can be shortened to fit into a 45min class period. They can be expanded, with more time for facilitated activities and examples, up to a 90min session.

PPT presentation slides have been kept basic to avoid copyright infringement on images hosted open source. Feel free to add your own images when presenting the slides to your learners.

Instructor Notes (Lesson-Specific):

This lesson incorporates concepts presented in Self-Awareness Lesson 1 & 2, specifically related to personality types. It is suggested this lesson either follows after a lesson incorporating self-assessments of personality types, or incorporates an assessment to aid the discussion of how teams benefit from diversity.

This lesson also builds on concepts presented in Communication Lesson 1 & 2, including different communication styles that can come into play in team situations.

If appropriate for your course, you can use this lesson as a way to form teams within the class that can be used the rest of the year, or to complete specific class projects.

Have PPT in presenter mode to see extra notes on slides.
1. **PPT Slide 1-3 Introduction:** Review the attributes of collaboration and let students know this lesson will primarily focus on Attributes 1 & 2. Then show the Collaboration “What Not to Do” video: [www.youtube.com/watch?v=xTOtm8BnylC](http://www.youtube.com/watch?v=xTOtm8BnylC)

**Video Question Set One:** Has anyone had an experience like the one in the video where you started to work in a partnership or part of a team and realized you were expected to do most of the work? Were others not doing what was agreed on? Did you end up having to do more than your fair share?

**Video Question Set Two:** Have you ever felt unsure of how to become part of a team because you prefer to work alone? If you haven’t had much experience forming teams in your previous/current work environments, do you see there could be value in having other people work with you on a project?

2. **PPT Slide 4:** What makes a team as opposed to just a group of people in the same room?

**Example:** People in an elevator together may just be a group of people riding the elevator, but if the elevator got stuck and they had to figure out a way to get out, they may become a team of people as they try to resolve a problem and identify solutions. They have a common goal and may all bring different experiences and skills to reach that goal.

3. **PPT Slides 5-6:** Students are asked to think of a team they have been a part of that worked really well – what made it a team and what made it work?

   a. **Use the Reflection/List facilitation strategy.** Have students brainstorm ideas on their own, which can be done on post-it notes. Then have the students place the post-its at the front of the room. Depending on time, you can work with the students to group the lists by the most important circled item. This is a good exercise to allow introverts time to think and process. On slide 6 see how the student responses compare to the listed examples: clear expectations, all working toward the same goal, effective communication, all contributing, accountability, knowing each other’s skills set/strengths, etc.

4. **PPT Slides 7-8: Tuckman’s Model of Team Development.** Use the Team Development Handout to go along with this discussion.

   **Explain that to move a group into being a team (like the elevator example) there will be different stages:**

   a. **Forming** - Team members get to know one another, and interactions feel more formal rather than relaxed.

   b. **Storming** - Team members start to share ideas to work toward goals, but differences in opinion can cause tension.

   c. **Norming** - When people start feeling less like individuals and more like actual team members they can see differences as an asset and they work to create shared goals.
d. **Performing** - The team starts to produce work, outcomes, and is more flexible because they are not focused on power plays.

**And some models include:**

e. **Adjourning** - The team takes the time to recognize their accomplishments, and they make plans for transitions.

5. **PPT Slide 9: Discussion or Role-Play** – Depending on the time you have available in the class, have students share personal examples of forming a team in school or work settings, or have them do a role-play to act out the stages.

6. **PPT Slide 10: Zig Zag Decision Making Model.** Use the Zig-Zag Handout to go along with this discussion.

Refer back to Keirsey/Myers-Briggs personality profiles and how each type (letter code) contributes to the team. This is a great way to check if students grasped the content from the Self-Awareness lessons by having them help summarize the letter codes and how those different personality traits can contribute to the success of a team. Make the point that if your team does not have all types represented (and it is likely it will not) you can use this to make sure you have asked the questions other types might bring to your team. If you have not done a personality assessment with your students you may want to skip this section, or just generally cover the need for different types of approaches to make a team stronger.

**Extrovert (E):** Great at discussion and sharing ideas

**Introvert (I):** Great at reflection and thinking things through

**Sensing (S):** Good at observing, looking at the facts

**Intuition (N):** What is below the surface, what are the trends and themes?

**Thinking (T):** Think things through, where are there flaws?

**Feeling (F):** Has everyone been heard, how are people doing in this process?

**Scheduled (J):** Keep on task, have a plan

**Flexible (P):** Keep things open, allow for possibilities to emerge

7. **PPT Slide 11: Team Activity.** Break students into groups and tell them they are part of a newly formed marketing group. Their task is to come up with an ad campaign for a local ice cream store that wants to increase its customers in the off-season, non-summer months.

Give them an allotted amount of time to come up with their ad pitch. Have them think about the use of technology and creating visuals for their presentation. Ask them to pay attention to the team building stages (forming, storming, norming, performing) as well as how to capitalize on the strengths of each individual in the team according to the Zig-Zag model.

Have each team share out their ad pitch, as well as their observations of how (or if) they went from a group to a team.
**CLASS CLOSURE:** (How the information relates to students’ life experiences/academic goals and/or the intro. for the next session of instruction.)

LinkedIn and **New World of Work** have partnered to provide suggested next steps after each of NWoW’s 21st Century Skills lessons. Learners can go through self-paced, online video courses through LinkedIn Learning’s Lynda.com platform to build on their knowledge and application of employability skills. **This can be done within the class, assigned as homework, and/or hosted online if you are incorporating a hybrid format.** Learners earn certificates of completion, which can be showcased on their LinkedIn profiles along with digital badges and skills verifications. Go to: [www.linkedin.com/learning](http://www.linkedin.com/learning)

**Suggested Courses and Videos for Collaboration at the Postsecondary Education Level**

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**Inspirational leadership:**

**Ethics in leadership:**
[www.linkedin.com/learning/stepping-up-to-leadership/ethics-in-leadership](http://www.linkedin.com/learning/stepping-up-to-leadership/ethics-in-leadership)

**Finding your leadership level:**

**Business and leadership skills:**
[www.linkedin.com/learning/learning-from-failure](http://www.linkedin.com/learning/learning-from-failure)

**Solving team conflicts:**
[www.linkedin.com/learning/building-your-team](http://www.linkedin.com/learning/building-your-team)

**Turning team conflict into opportunities:**

*Videos are hyperlinked and can also be accessed through the NWoW-LinkedIn Crosswalk.*