

# Interagency Collaboration and Resource Development

EDSP 305 @ BEST Summer Institute  
Summer 2007

# Introductions

- Name
- School and job role(s)
- one aspect about yourself that helps in working well with students
- one strength from individual assessment

# Review Syllabus

- Course objectives
- Assignments
- Attending institute events
- Afternoon time
- After the institute

# Peer Teams

- Tiffany, Stephanie, Penny, Mike, Nancy, Adele
- Kathy, Lorraine, Ashley, Mary
- Alyssa, Jane, Beth, Christine

# Your experiences on a great team!

- What traits made this team special?
- What barriers keep teams from functioning efficiently and effectively?
- *Put 'em on the sticky wall!*

# Activity #1

- 1. Break into groups of 4.
- 2. One student volunteers to do the activity alone. One student volunteers to keep time.
- 3. Student is given a puzzle to complete on their own. Time how long it takes to complete. Other students in group watch, but can not help physically, verbally or emotionally.
- 4. Process: How did it feel to do the puzzle?
- 5. Now as a group, complete the puzzle, but once again, do not talk. The time-keeper times how long it takes.
- 6. Process: How did that feel to do the puzzle as a group? What happened to your time? What else did you notice?

# Why Collaborate?

1. Decisions made by teams usually reflect a wider variety of fact and knowledge than do individual decisions.

2. Team interaction usually results in more alternatives being considered before decisions are made.

3. Recommendations from teams usually have a higher degree of accuracy than do individual recommendations.

4. Teamwork encourages the widespread ownership of a problem.

5. Team decision-making causes group members to be better informed and more knowledgeable about the decisions reached.

6. Team members develop a team spirit. They share goals, ambitions, interests, or concerns.

7. Teams are usually more willing to take risks than are individuals acting alone.

# Definition of Collaborative Team

- Coordinate work on at least one goal
- Believe that all members have unique value
- Parity among members
- Leadership responsibilities shared with whole group
- Collaborative teaming process

# Characteristics of Effective Teams

- Information -- flows freely in all directions, is open, clear, complete, and honest.
- People relationships -- are trusting, respectful, collaborative and supportive; suspicion, partisan-ship, and competitiveness is avoided.
- Conflict -- is regarded as natural, helpful, and productive; it focuses on issues, not people.
- Atmosphere -- is open, non-threatening, non-competitive, and participative.
- Decisions -- are by consensus, with full commitment by members.
- Creativity -- is fostered and solution-oriented, creating more options for consideration.
- Motivation -- is self-generating, based on commitment to team goals, peer recognition, and the satisfaction of contributing to group achievement.
- Rewards -- are shared by team members, based on individual contribution to the team effort.

# Positive Interdependence

- Stating clear group & individual goals
- Distributing leadership
  - resources
  - tasks
  - roles
- Common rewards and responsibilities

# Activity #2: Michael

- Form two teams (count off 1, 2, 1, 2...)
- Assign roles of time-keeper, recorder, and processor.
- The processor person uses the Team Member Observation Sheet to observe each team member's behavior during the group activity, checking off listed behaviors for each person, if seen.
- As a team, brainstorm possible goals for your group based on Michael's case study. After brainstorming, discuss why you think each goal is important for Michael.
- Rank the goals, coming to consensus (everyone agrees) on which goals to focus on for Michael.
- Process how team members did based on Observation Sheet data.

# Activity #3

- Break into groups of 4
- For 10 Minutes:
  - Assign roles of timekeeper, recorder, checker of understanding and agreement checker.
  - Brainstorm norms essential for effective teaming. After brainstorming discuss why you think your norms are critical to team functioning.

# Activity #3 Cont.

- Next 10 minutes:
  - On blank paper, rank the norms in the order of importance.
  - Discuss the list and generate rationales for the selected norms. Record.

# Activity #3 Cont.

- Last 10 minutes:
  - Identify at least one behavior reflective of each of the norms. Record.
  - Identify at least one strategy a team can use to encourage and promote the norm. Record.
  - Process meeting using a method of your choice from A Sampling of Processing Procedures.

# How can your goals & norms be used to...

- observe group and individual skills?
- teach collaborative skills?
- learn how to use collaborative skills?
- practice collaborative skills?
- monitor the quality of the group's collaborative skills?

# Collaborative Skills

- Forming
  - *Trust building*
- Functioning
  - *Communication and leadership skills*
- Formulating
  - *Creative problem solving and decision making*
- Fermenting
  - *Managing conflict and getting to refinement and outcomes you want*

# Activity #4

- What Preferences do you have?
- Think about the jobs you prefer to do when you work with a team
- When working with a team, what jobs do you dislike?
- Using the *Preferences Sheet*, check the items you find to be the most difficult parts of working with a team or the things you find enjoyable.

# Assessment of Collaborative Skills

- Survey Monkey!
- Complete “Group Assessment” on card

Stage	Rating	
Forming	1=we never do	5=we always do
Functioning	1=we never do	5=we always do
Formulating	1=we never do	5=we always do
Fermenting	1=we never do	5=we always do

# Giving & Receiving Feedback

- Form pairs
- Read handout on giving and receiving feedback (5 min)
- Agree on a situation in which one of you will give and one will receive the feedback (5 min)
- Give and receive the feedback (10 min)
- Process with each other (2)
- Return to larger group to process (8)

# Activity #5

- 30 minutes
- Return to our two teams
- Complete the TEAM SUMMARY CHART. Each team member should consider their individual responses.
- Start by putting the names of your team members across the top of the grid and have each member identify his/her areas of strength. If there are areas with no checks, decide how this function will be fulfilled. Use these results to establish team growth goals.
- Prioritize three team growth goals.

# Activity #6

- As a team, read the assigned reading above, one section at a time, stopping at “How a Team Leader Can Deal With....”. Define and generate examples of what this behavior sounds or looks like on your team, other teams you work on, or other meetings you attend. Develop at least two strategies that your team can use to deal with the problem if it occurs.
- Read the “How a Team Leader Can Deal with...” section and discuss how to share (in addition to telling them) these strategies with others.
- Repeat the process for each assigned section of the above reading.
- Process: 1. One strategy I am committed to using is....; 2. One behavior that helped us was....

# Journal Activity

- What is one thing you learned today that you would like to use in the fall?
- Put your name on card and turn in.