

FRST 424 – Team Dynamics and Professionalism

Learning Objectives:

- Identify personal values, individual preferences during conflict, and professional skills necessary for effective collaboration.

Materials: 4 corners handout; values handout, conflict handouts

Relevant literature:

Lencioni, P. (2005). *Overcoming the five dysfunctions of a team: A field guide for leaders, managers, and facilitators* (Vol. 16). John Wiley & Sons.

Kraybill, R. (2005). Style matters: The Kraybill conflict style inventory. *Style Matters: The Kraybill conflict style inventory*.

Time	Content	Activity
0:05	Introductions and Framing	<p>Draw out the “disjointed team” picture of 5 circles with varying degrees of overlap and one circle completely on its own.</p> <p>Describe the “divide and work in isolation” and the impact that it typically has on the quality of the work as well as the relationship with the community partner.</p> <p>This session today is meant to setup some intentional and specific practices that will apply to this project and future team or project environments you will be a part of as a professional.</p>
0:07	Icebreaker	<p>Lets start today by getting to know each other in a bit of a different way.</p> <p>Activity: 4 Corners (15 min: 10 for activity, 5 for debrief)</p> <ul style="list-style-type: none">– On a handout, students identify their memorable moments; places (where they feel comfortable); people (mentors, loved ones); me (qualities about themselves)– In small groups (no team members), students share one thing from each question– Debrief: what was that like? Was it difficult to share these with others? <p>Transition – This is meant to warm us up to get a bit more personal today. Next, we will be exploring your personal values and how those beliefs influence your approach to work individually and in team environments.</p>
0:20	Personal Values	<p>Activity: Values inventory (20 minutes – 10 for activity, 10 for sharing and group discussion)</p> <ul style="list-style-type: none">– Individually, students are to read over list of values provided and consider what their values are. There are blank spaces for students to add in their own words.

		<ul style="list-style-type: none"> – Once values have been identified, students are to select their most significant 3 values. For each of the 3 values identified, students are to identify how each is expressed in their lives and where this value comes from (who/what influences this value). – Share results in groups (no team members) and debrief as a group: what was it like? What was easy/hard? What surprised you? What themes did you notice emerge? <p>Transition – lets take a step back and look at the overall phases of team development.</p>
0:45	Five dysfunctions of a team	<p>Review Lencioni's five dysfunctions of the team. Highlight examples of both productive and counter-productive behaviours and the impact those behaviours have on the work.</p> <p>Transition – now lets explore this model a bit further and see what personal experiences you might have had with parts of it.</p>
0:50	Clash of values	<p>Activity: ask students to consider which of the five layers they are most likely to find frustrating and which of their values is connected to that frustration. In their teams, each person votes with post-it notes about which of the five layers frustrates them most and share the personal value that is being pushed from their perspective.</p> <p>Debrief: what did you learn about each other from that conversation? Did you agree/disagree about the frustrating parts? Did you have different reasons for why the same thing was frustrating? How did you reconcile that?</p> <p><i>Transition</i> – now that we can see what causes tension and how it impacts the quality of the work you are producing, lets explore some different styles for responding to conflict.</p>
1:05	Addressing conflict with professionalism	<p>Review the Kraybill framework of five styles for responding to conflict. Share a brief example of each and how it would show up in a team project.</p> <ul style="list-style-type: none"> • Conflict can be a powerful motivator for change • The goal is not to avoid conflict, or make it go away, but to make it constructive rather than destructive. • This discussion has been intended to help you make conscious choices, identify options, and evaluate strategies to apply in situations of conflict. When we don't do this selectively and intentionally – we run the risk of responding out of habit, from emotional reaction, from ignorance, or even prejudice. These tools are aimed at supporting you to bring intelligence, creativity, and values to our responses to conflict. <p>CALM: our first attempt, not very upset/frustrated/concerned, day to day problem solving</p> <p>STORM: after first attempt with no resolve, emotions have arisen, we are upset, worried, etc.</p> <p>Directing: often positional (teacher, leader, coordinator), offers stability, consequences, and demands. Results in low motivation from others to work together.</p>

		<p><u>Cooperating</u>: welcomes difference, views strengths and weaknesses, creates trust and mutuality. Can lead to analysis paralysis and exhaust people from “too much processing”.</p> <p><u>Compromising</u>: moderation, bargaining, emphasizes fairness and speed. Results in no one really being happy or satisfied. May miss out on more in-depth discussion.</p> <p><u>Avoiding</u>: divert attention, suppress emotions. Preserves the status quo. Results in declining interest and energy. Loss of engagement and accountability.</p> <p><u>Harmonizing</u>: agree, support, flexibility, appreciation. Can rely too much on others. Denies the benefit of conflict and confrontation. Results in frustration from others.</p> <p>Activity: ask students to situate themselves in one quadrant based on an example from this current project then review the “strategies for working with others” resource. Identify 2 strategies that you appreciate others can do and 1 that does not work for you. Be prepared to share that with your team.</p> <p>In their teams – discuss their style and the 2 do’s and 1 don’t do.</p>
1:30	Create a Team Agreement	<p>Ask groups to create a team agreement for this remaining portion of the semester and the work that they will do together.</p> <p>It should identify:</p> <ul style="list-style-type: none"> • Group values – what does it look like to enact that value? • Conflict Styles – using Kraybill’s language • Methods for addressing conflict – styles and strategies • Giving/receiving feedback – expectations and preferences
1:45	Closing	<p>Ask students</p> <ul style="list-style-type: none"> • what they gained from today’s session and what is important about the topic of conflict within a team. • what have you learned about your group from this discussion? What commitments did you make? What strategies might you try?