### SESSION PLAN

**COURSE:** ABE Level 4 Dynamic and Collaborative Teams

**ELEMENT:** Element 1 – The nature of teams

## LEARNING OUTCOME 1

**Describe the nature of teams within modern organisations and the difficulties associated with team working within different organisational structures (Weighting 30%)**

1.1 Explain what teams are and how the nature of teams has changed as the structure and nature of organisations have changed in recent years

1.2 Explain, using relevant concepts and theories, how teams form and become effective, the common pitfalls, and how effective working can be established

1.3 Identify the additional challenges and potential difficulties that teams face given the nature of modern organisations including virtual environments

**NUMBER OF SESSIONS:** Five - approximately 12-15 hours in total. LO1 RESOURCE PPT; Activities 1-16

**SESSION TOPICS:** Session 1: What teams are and characteristics of effective teams

Session 2: The nature of teams within different organisational structures

Session 3: How teams form and become effective

Session 4: How effective working can be established

Session 5: Challenges to team working in modern organisational structures

**Note to tutors: These are the recommended session outlines for Learning Outcome 1 of the ABE Level 4 Dynamic and Collaborative Teams. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: What teams are and characteristics of effective teams (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO1 RESOURCE**  Assessment Criterion 1.1 | 1-2 | Listen |  | |
| The nature of teams in modern organisations | Background:   * Essential component of organisational life * Management of teams can have a positive or negative impact on organisational performance * Individuals must work effectively in team structures. * However, effective teams don’t happen by accident   Refer to Study Guide | 3 | Listen, make notes and respond to questions |  | |
| Facilitate **Class Discussion:**  Henry Ford said “Coming together is a beginning; keeping together is progress; working together is success.”  How does this quote relate to effective team working?  Do you agree with this statement?  Coordinate feedback and draw students towards understanding that it is the combination of human endeavour that leads to greater levels of accomplishment. | 4 | Contribute to class discussion |  | |
| Draw discussion together by explaining that there are a number of factors that lead to a team being successful.  Being able to understand the nature of teams, different structures and challenging factors that impact the effectiveness of team, will enable you to pin point areas where you can contribute to team effectiveness. | 5 | Listen, make notes and respond to questions |  | |
| The differences between groups and teams | Facilitate **Paired Activity 1**  Coordinate feedback, capturing the key words used by the students and acknowledging that the concepts are very similar. Debrief with the presentation slide. | 6 | Working in pairs.  - How would you define a team? - How would you define a group?  Make notes of key points to feedback to class Contribute to group discussion and make notes of key points to feedback to class | **E1 LO1 Activity 1:** The differences between groups and teams | |
| Differences between Groups and Teams   * A team is a group of people who are working together to achieve a common purpose.   A group consists of people who depend on each other in order to complete a task or achieve a goal.  Refer to Study Guide | 7 | Listen, make notes and ask questions as necessary |  |
| Characteristics of effective teams | Characteristics of Effective Teams   * Size * Complementary roles * Common purpose * Interdependency * Collective responsibility * Sense of membership and contribution * Accountability   Refer to Study Guide | 8 | Listen, make notes and and ask questions as necessary |  |
| Facilitate **Group Activity 2**  YouTube Video on Inspirational Team Work  <https://www.youtube.com/watch?v=z2CX_ywqMDg>  Debrief Activity. Ask groups to feedback to group as whole, capturing the main themes on the board. Highlight that extraordinary requires every member of team to play their part, and there is usually an inspirational leader in the mix. | 9 | **Group Activity 2**  Review the video as a class and then work in small groups to provide real world examples (sport, extraordinary feats, in work, in college etc.) where each of the characteristics of effective teams have led to an extraordinary outcome. | **E1 LO1 Activity 2:** Characteristics of effective teams |
|  | Brief on **Homework Activity 3**  Think about your own experience of “working together for success”, note examples of where your contribution to a team was magnified because you were part of an effective team.  What characteristics of Effective Teams were you able to identify were present? | 10 | Listen and ask questions as necessary  Individual activity as homework | **E1 LO1 Activity 3:**  Working together for success |
| Review of session and learning outcomes |  | 11-12 | Listen |  |

### SESSION 2: The nature of teams within different organisational structures (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO1 RESOURCE**  Assessment Criterion 1.1 | 13-14 | Listen |  | |
|  | Facilitate feedback on **Homework Activity 3**  Capture the theme from the student feedback. Refer back to the presentation and note the similarities in regard to:   * Size * Complementary roles * Common purpose * Interdependency * Collective responsibility * Sense of membership and contribution * Accountability   Ask the students to keep these in mind as we go through this session | 15 | Contribute to discussion  Listen and makes notes |  | |
| The nature of teams | The Nature of Teams   * Teams are an important feature of organisational life. * Team members work together and collaborate with other teams * The purpose of teams is to meet the objectives of the organisation * Both the manager and other team members affect   + The effectiveness of team work   + Individual behaviour   + Quality of work   Refer to Study Guide | 16 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Class Debate** to bring out the following points:   * Teams aren’t always effective * How teams form and work together is important in determining how effective they are * Effective team work takes time and effort * The individuals who make up a team will determine its effectiveness. | 17 | **Class Debate**  Split team into two groups for and against the proposal.  Give the groups 10 minutes to prepare arguments  “This house proposes that teams are the only way in which organisations can deliver organisational performance.” |  | |
| Different organisational structures | Traditional Structures   * Enable senior leadership to common and control the way tasks are managed * Hierarchical organizational structure * Compliance to rules and required behaviour   Refer to Study Guide | 18 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Paired Activity 4**  What are the advantages and disadvantages of hierarchical structures?  Coordinate feedback highlighting the issues to do with lines of communication, sharing of information, the use of power and governance and control. Highlight that hierarchy has its place especially where there is high value (or dangerous) elements to the organisations operation e.g. military or banking | 19 | Listen, make notes of key points to feedback to class | **E1 LO1 Activity 4:** Different organisational structures | |
| Organisational Structure – Formal Teams   * Identified as part of the organisations design * Depicted on organisation chart * Part of division, department, section or formal project team * Formed to deliver a particular task   Refer to Study Guide | 20 | Listen, make notes and ask questions as necessary |  | |
| Organisational Structure – Informal Teams   * Not part of the formal organisational structure * Form due to special interests, talent specialisms, personal relationships or a shared hobby * Tend to be cross-functional * Can have a powerful effect on the organisation due to influence of the members   Refer to Study Guide | 21 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Group Activity 5**  Think about the structure of the centre where you are studying towards this qualification.  Map the formal and informal groups on a flip chart  Coordinate feedback, add in extra information based on what you are able to share with the students | 22 | Contribute to activity, make notes of key points to feedback to class | **E1 LO1 Activity 5:** Formal and informal groups |
| Modern Organisational Structures  Globalisation, a highly competitive market place and technological advances have changed the way business is done   * Flatter hierarchy * Matrix working resulting in less formal structures * Cross-functional and multi-disciplinary working   Reporting Lines   * Individuals may work for more than one manager and be part of more than one team * Leads to temporary assignments and multiple roles * Chain of management determines reporting lines   Vertical Teams   * Tall Structure * Traditional hierarchy * Senior managers delegating authority down the organisation * Series of management layers * Lower-level managers responsible for task orientated work * Higher-level managers responsible for strategy and direction * Likely to be found in larger organisations   Horizontal Teams   * Flat in structure * Fewer levels of management * Senior managers more involved in day to day tasks * Work cross-functionally * Loosely defined job responsibilities   Refer to Study Guide | 23 - 26 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Individual Activity 6**  Think about yourself in the role of a consumer buying products and services. Research the organisation that sells these products and services by reviewing their website.  Can you identify any brands, which are delivered by organisations using a modern organisation structure?  Discuss whether you think they have a vertical or horizontal team structure?  Coordinate feedback, often those with a horizontal structure are more service orientated and more responsive. Also depends on the type of product or service e.g. innovative versus traditional, production intensive versus bespoke. | 27 | Complete activity, make notes of key points to feedback to class | **E1 LO1 Activity 6:** Modern organisation structure |
| Organisational Practices   * Outsourcing * Offshoring * Virtual teams * Diversity * Consensus decision making * Facilitative leadership * Mutual participation * Multi-disciplinary skills   Refer to Study Guide | 28 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 7**  Read Sean Cordes, (2016) "Method for decision making in virtual library teams", Library Management, Vol. 37 Issue: 1/2, pp.55-67 (available in online student resources)  What organisational practices can you identify and how do they contribute to the quality of decision making of the team? | 29 | Listen and ask questions as necessary  Individual activity as homework | **E1 LO1 Activity 7:** Contribution of organisation practice to team work |
| Review of session and learning outcomes |  | 30-31 | Listen |  |

### SESSION 3: How teams form and become effective (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO1 RESOURCE**  Assessment Criterion 1.2 | 32-33 | Listen |  | |
|  | Facilitate feedback on **Homework Activity 7**  Share your findings from Homework Activity 7: What organisational practices did you identify and how did they contribute to the quality of decision making of the team?  Coordinate feedback and capture ideas on the chart. Highlight the need for more and higher quality forms of communication. | 34 | Contribute to discussion  Listen and makes notes |  | |
| How teams form | How Teams Form   * The formation and performance of teams is not automatically effective * Not as simple as putting people together * Aim is to develop a group of individuals into a cohesive and united team * Purpose is to release high levels of performance   Refer to Study Guide | 35 | Listen and makes notes |  | |
| Facilitate a **Class Discussion** to bring out the following points:   * Creates synergy – the sum is greater than the parts * Supports empowerment * Reduces hierarchy and bottlenecks in decision making * Encourages multi-disciplinary and cross-functional working * Increases flexibility and agility * Improves customers satisfaction * Promotes motivation * It's a better way to use organisational resources. | 36 | Contribute to discussion:  What reasons are there for teams to form?  Listen and makes notes |  | |
| Team Development – Tuckman and Jensen   * Forming * Storming * Norming * Performing * Adjourning   Refer to Study Guide | 37 | Listen, make notes and ask questions as necessary |  | |
| **Individual Activity 8**  Draw the Stages of team development on your activity sheet. Note three distinct behaviours of team members at each stage of team development as described by Tuckman and Jensen (1997)  Refer to Study Guide  Coordinate feedback referring Tuckman and Jensen’s model in the Study Guide | 38 | Carry out **Activity 8** Draw the Stages of team development on your activity sheet. Note three distinct behaviours of team members at each stage of team development as described by Tuckman and Jensen (1997) | **E1 LO1 Activity 8:** How teams form | |
| Rules for Creating High Performance Teams   * Working group * Pseudo team * Potential team * Real team * High-performance team   Refer to Study Guide | 39 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Group Discussion Activity 9** drawing out:   * The importance of common purpose and interdependency of effort * The degree of teamwork to which a group can aspire * How deep commitment and powerful relationships result in high levels of performance   Coordinate feedback | 40 | Contribute to **Group Discussion Activity 9**  Discuss the development of a group into a real team according to Katzenback and Smith (1993). Work together as a group to provide examples from real life for each of the stages on the J shaped curve. What impact did the stage have on performance of the team?  Listen and makes notes | **E1 LO1 Activity 9:** The development of a group into a real team |
| Common Pitfalls   * Siloed working * Information, knowledge and best practice is not shared * People working in isolation * Group think due to pressure to remain harmonious * Poor planning of team workload * Lack of coordination * Breakdown in communication * Lack of agreed priorities * Missed deadlines   Refer to Study Guide | 41 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 10**  For each pitfall listed on Activity 10 Worksheet, think of one way that better team work can be encouraged to overcome the pitfall. |  | Listen and ask questions as necessary  Individual activity as homework | **E1 LO1 Activity 10:** Common pitfalls |
| Review of session and learning outcomes |  | 43-44 | Listen |  |

### SESSION 4: How effective working can be established (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO1 RESOURCE**  Assessment Criterion 1.2 | 45-46 | Listen |  | |
| Nature of teams | Facilitate feedback on **Homework Activity 10** Ask students to feed back against each of the pitfalls, capturing the ideas on the board, drawing together themes. Draw out the need for communication, people coming together for a common goals and priorities, the importance of planning and coordinating activities and positive challenge. | 47 | Contribute to discussion  Listen, ask questions and makes notes |  | |
| Establishing effective teams | Establishing Effective Teams   * Begins with concentrating on compatibility of team members * Selecting team members to maximise productivity * Complement needs and personalities of team members * Social structures of a team affect productivity * Increase flexibility and agility through contracted experts   Refer to Study Guide | 48 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Class Discussion** drawing out:   * Lack of common purpose * Leadership * Too many members * Changing Members * Fear of opposing opinions – Group Think | 49 | Contribute to discussion:  If establishing an effective team is simply about selecting the right members, why are there so many dysfunctional teams in business?  Listen, ask questions and makes notes |  | |
| Factors Which Contribute to Effective Team Working\ Common goals   * Roles and responsibilities * Clear timelines * Reporting and accountability * Support * Purpose and motivation * Technology * Offshoring * Outsourcing   Refer to Study Guide | 50 | Listen, make notes and ask questions as necessary |  | |
| Brief **Group Activity 11**:  Read Case Study Robert J. Trent, (2003) "Planning to use work teams effectively", Team Performance Management: An International Journal, Vol. 9 Issue: 3/4, pp.50-58. (This document will be available in the online student resources.)  How do you create an environment that increases the likelihood that teams will be successful?  Coordinate feedback, capturing themes from the students and highlighting the relation to the presentation   * Roles and responsibilities * Clear timelines * Reporting and accountability * Support * Purpose and motivation * Technology * Offshoring * Outsourcing | 51 | Read Case Study, contribute to discussion:  How do you create an environment that increases the likelihood that teams will be successful?  Listen, ask questions and makes notes | **E1 LO1 Activity 11:** Establishing effective teams | |
| Brief on **Homework Activity 12**  Create a five-minute presentation which is to be delivered to team managers to help them to establish effective team working in their teams | 52 | Listen and ask questions as necessary  Individual activity as homework | **E1 LO1 Activity 12:** Improving the effectiveness of teams |
| Review of session and learning outcomes |  | 53-54 | Listen |  |

### SESSION 5: Challenges to team working in modern organisational structures (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **LO1 RESOURCE**  Assessment Criterion 1.3 | 55-56 | Listen |  |
|  | Ask students to give their presentations. Encourage positive questions and comments from the group.  Facilitate feedback on **Homework Activity 12** Highlight where they have picked up on key points from Session 4. | 57 | Deliver the five-minute presentation you have prepared to help team managers to establish effective team working in their teams.  Listen, ask questions and makes notes |  |
| Challenges to team working in modern organisational structures | Difficulties that teams face   * Specific challenges to team working from:   + Increased level of globalisation,   + Fast moving competitive environment   + Technological advances * Modern organisational structures have:   + Delivered more opportunities for flexible working   + Delivered more opportunities for agile working   + Introduced new challenges for team working   Refer to Study Guide | 58 | Listen, make notes and ask questions as necessary |  |
| Facilitate **Class Discussion** drawing out:   * Complexities of globalisation * Speed of business * Demands placed on teams * Command and Control empowers decisions to be made by team members * Depends on effectiveness of team working | 59 | Contribute to discussion:  Are team challenges greater in modern organisations than traditional organisations. Justify your answer.  Listen and makes notes |  |
| Flexible Working | Flexible Working   * Offers opportunities for employers to tap into talent * Gives employees work-life balance * Presents a significant challenge to team work * Can impact how teams operate in practice   Types of Flexible Working  Includes:   * Part-time * Term-time-working * Job sharing * Flexi-time * Compressed hours * Annualised hours * Remote working   Refer to Study Guide | 60 - 61 | Listen, make notes and ask questions as necessary |  |
| Brief **Individual Activity 13**  What might suit the individual can have a significant impact on how the team operates in practice. Choose one type of flexible working from the list and explain how this may impact on team operations. Contribute to class discussion and make notes from other people’s contribution  Coordinate feedback depending on the type of flexible working chosen highlight how the impact both on the individual and wider team members in regard to work load, responsibility and the need for good communication to make it work | 62 | Contribute to discussion:  What might suit the individual can have a significant impact on how the team operates in practice.  Listen and makes notes | **E1 LO1 Activity 13:** Flexible working |
| Potential pitfalls of flexible working   * Being in a particular location at certain times may be necessary * Result is other team members taking on extra responsibilities * Leads to resentment * Needs to be clarity about roles and responsibilities * Clear communication is needed to manage tensions and pressures   Refer to Study Guide | 63 | Listen, make notes and ask questions as necessary |  |
| Remote working | Remote Working  Can take a number of forms   * Home-based working * Mobile working * Allows team members flexibility * The greatest challenge is lack of personal interaction   Result of Lack of Personal Contact   * Reduced levels of trust * Compromised knowledge sharing * Loss of body language and non-verbal cues   Refer to Study Guide | 64 - 65 | Listen, make notes and ask questions as necessary |  |
| Brief **Paired Activity 14**  Facilitate a discussion drawing out   * Loss of clues to what is really being said * Being able to interpret mood or emotion which may be contrary to the words being spoken * The energy level associated with the speaker * Clues as to the truth about what is being said   Coordinate feedback and highlight the links to remote working | 66 | **Paired Activity 14**  Body language and non-verbal cues are an essential element of effective communication.  Have a discussion with a fellow student on a recent activity that you took part in. After a few minutes create a barrier to you seeing each other (this might be blindfolds, a screen/door or sitting on different sides of a wall) and have another discussion about the same activity. Think about how this illustrates the challenge of remote working.  Contribute to class discussion. Listen and make notes. | **E1 LO1 Activity 14: Remote working** |
| The virtual organisation | The Virtual Organisation   * Enabled by a network of information technology   + Cloud   + File Sharing   + Asynchronous communication   + Synchronous online meetings * Virtual systems enable group communication and decision making * Time and geography are removed as barriers   Challenges to Managing Virtual Groups   * Security of information exchange * Timeliness of communication * Trust and interpersonal communication * Negative impact on team cohesiveness * Increased detachment from team goals   Refer to Study Guide | 67 - 68 | Listen, make notes and ask questions as necessary |  |
| Brief **Individual Activity 15**  How have changes in technology changed the way you interact with organisations?  What technology do you use regularly to interact with different organisations?  Coordinate feedback. Draw out the over reliance on technology such as email and messaging which has withdrawn the human interaction/element. Encourage students to consider the importance of face to face communication and how much more quickly things get done. Also explore the speed at which we expect a reply versus ‘it’s in the post’ and what that means for quality of communication and the increasing transactional nature of human contact. Link to the difficulties of remote working. | 69 | **Individual Activity 15**  How have changes in technology changed the way you interact with organisations?  What technology do you use regularly to interact with different organisations?  Contribute to class discussion. Listen and makes notes | **E1 LO1 Activity 15:** Technology |
| Offshoring | Offshoring   * Offshoring magnifies challenges * Differences in culture, time and language * Essential information gets lost in translation * Time lags delay critical action * Problems become crises * Misunderstandings side-track projects   Refer to Study Guide | 70 | Listen, make notes and ask questions as necessary |  |
| Outsourcing | Outsourcing   * Additional layers of complication * Communication between permanent and outsourced workers * Reduces personal and day-to-day interaction * Essential capability is never transferred to permanent team * Reduces possibility for growing internal organisational expertise   Refer to Study Guide | 71 | Listen, make notes and ask questions as necessary |  |
| Brief on **Homework Activity 16**  Read Henrik Agndal, Fredrik Nordin, (2009) "Consequences of outsourcing for organizational capabilities: Some experiences from best practice", Benchmarking: An International Journal, Vol. 16 Issue: 3, pp.316-334. (This document will be available in the online student resources.)  If outsourcing has such a negative effect why would an organisation to pursue an outsourcing strategy? | 72 | Listen and ask questions as necessary  Individual activity as homework | **E1 LO1 Activity 16:** Outsourcing |
| Review of session and learning outcomes | Refer to Summary on Study Guide | 73-74 | Listen |  |