### SESSION OUTLINE

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

**ELEMENT:** Element 4: Challenges of team work

## **LEARNING OUTCOME 4**

**Outline the main reasons why team working can become dysfunctional and what can be done to re-establish collaborative working (Weighting 20%)**

4.1 Identify the main reasons why team working breaks down and the early signs that can indicate this is happening

4.2 Recommend practical ways that collaborative work can be re-established given the additional challenges of modern organisations

**NUMBER OF SESSIONS:** Three - approximately 8-10 hours in total. LO4 RESOURCE PPT; Activities 1-8

**SESSION TOPICS:**  Session 11: Reasons why team working breaks down

Session 12: Re-establishing team roles and balancing people and task

Session 13: Practical ways that collaborative work can be re-established

**Note to tutors: These are the recommended session outlines for Learning Outcome 4 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 11: Reasons why team working breaks down (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.1 | 1-2 | Listen |  | |
|  | Debrief **Homework** **Activity 9 from LO3**  Receive individual submissions of proposals to celebrate success for a team that you are familiar with. | 3 | Submit **Homework Activity 9** |  | |
| Reasons why team working breaks down | Background   * Enhancing team performance and team building is big business   + Team building activities   + Social bonding   + Team training * Need to understand what makes team breakdown and become ineffective   + Failure to come together   + Unable to collaborate   + Team performance worse than individuals performing on their own   Refer to Study Guide | 4 | Listen, ask questions and makes notes |  | |
| **Facilitate Group Discussion**  Split the class into small groups, Mind Map the reasons why a team might become dysfunctional.  Facilitate feedback and full group discussion. Refer to some of the ideas in the study guide and themes that might be drawn out, particularly individual versus team, the inability to work together for reasons of power, politics or personality clashes and restriction of working within a team – “it’s easier to do it myself.” | 5 | Contribute to class discussion  Listen, ask questions and makes notes |  | |
| Why Team Working Breaks Down   * Teams have potential to perform * Organisations operate on the basis that teamwork is preferable to solo working * Research evidence is that teams encounter obstacles * Dysfunctional teams can be found in most organisations * Teams get stuck   Lack of Clarity   * Not knowing what is expected is detrimental to performance * Lack of clearly defined allocation of tasks amplifies confusion * Disunity arises from lack of understanding * Lack of planning leads to individuals failing to meet needs * Interpersonal friction – clarity of expected norms of behaviour * Loss of efficiency of team members   Refer to Study Guide | 6-7 | Listen, ask questions and makes notes |  | |
| Brief **Individual Activity 1**  Read Barbara Kaufman, (2012) "Anatomy of dysfunctional working relationships", Business Strategy Series, Vol. 13 Issue: 2, pp.102-106. (This document will be available in the online student resources.)  What are the negative effects on performance when a team has a dysfunctional working relationship?  Review the personal and group effects – stress, anger, conflict, disengagement and demotivation. | 8 | Complete **Individual Activity 1**  What are the negative effects on performance when a team has a dysfunctional working relationship?  Capture your ideas | **E4 LO4 Activity 1**: Consequences of dysfunctional working relationships | |
| Group Think  Janis (1972)   * Group fails to test reality upon which they are basing group decisions * Failing to weigh decisions * Bowing to group pressures against better judgement * Downplaying negative feedback * Rewarding conformity * Suppressing unpopular ideas or information   Refer to Study Guide | 9 | Listen, ask questions and makes notes |  | |
| Brief **Case Study Activity 2**  Read The Case Study Terrence C. Sebora, Michael Rubach, Richard Cantril, "Sainsbury's in Egypt", Emerald Emerging Markets Case Studies, (2014). (This document will be available in the online student resources.)  In what way was Sainsbury’s decision to expand into Egypt a result of Group Think?  Facilitate the discussion drawing out the flawed belief that there were growth opportunities in Egypt and why no one challenged this idea, and the local thinking applied to a global expansion. | 10 | **Case Study Activity 2**  Review the case study in small groups. Identify in what ways Sainsbury’s decision to expand into Egypt was a result of Group Think?  Contribute to group discussion  Listen, ask questions and makes notes | **E4 LO4 Activity 2:** Group think | |
| Rogue Team Members   * Not all team members are equal * Individuals can affect effectiveness of whole team * Team managers need to contemplate changing composition of team * Hierarchy becomes disrupted in team environment * Focus on skills not title   Interdependence versus Independence  Uhi-Bien and Graen (1996)   * Difference in self-management between individuals and teams * Interdependence between team members conflicts with individual self-managing activity * Distributed responsibility for team behaviour and delivery of tasks   Refer to Study Guide | 11-12 | Listen, ask questions and makes notes |  | |
| Brief on **Homework Activity 3**  Evaluate a team you have been a part of in terms of conflict caused by a difference between Interdependence between team members and individual self-managing activity.  How was or could this conflict be resolved? | 13 | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 3:** Interdependence versus self-managing |
| Review of session and learning outcomes |  | 14-15 | Listen |  |

### SESSION 12: Re-establishing team roles and balancing people and task (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.2 | 16-17 | Listen |  | |
|  | **Debrief Homework Activity 3**  Share your evaluation of conflict caused by a difference between Interdependence between team members and individual self-managing activity. What recommendations do you propose to resolve this conflict?  Facilitate feedback from students, capturing themes on board. Draw out the need for teams to agree a contract between themselves for acceptable behaviour. The manager will need to ensure that there is no conflict between individual and team responsibility or goals, and where necessary remove or reassign team members who are not able to work interdependently | 18 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Re-establishing team roles | Re-establishing Collaborative Work   * Reactions to breakdown of team working will be mixed * Some attempt to avoid conflict * Other’s place blame * Create a ‘them’ and ‘us’ dynamic * Requires team to take proactive steps   Refer to Study Guide | 19 | Listen, ask questions and makes notes |  | |
| **Facilitate Class Discussion**  How do you react to conflict in teams? What are the consequences and impact of your behaviour on other members of the team?  Facilitate feedback and full group discussion. Highlight the idea that some people will walk away, others will avoid conflict, whilst others will relish the opportunity of a good fight. | 20 | Contribute to class discussion  Listen, ask questions and makes notes |  | |
| Re-establish Roles   * Stating the final performance goals of team * Setting deadlines for tasks to be completed and expected standards * Defining each individual’s role and agreeing the tasks they are responsible for. * Taking notice and taking action * Commitment to team performance goals   Refer to Study Guide | 21 | Listen, ask questions and makes notes |  | |
| Brief **Paired Activity 4**  Watch YouTube Video - [Cultivating Collaboration: Don't Be So Defensive!](https://www.youtube.com/watch?v=vjSTNv4gyMM)  What actions can you personally take to support a team you are part of to cultivate a ‘green zone’ attitude | 22 | **Paired Activity 4**  Watch the video and work with a partner to list the actions you can personally take to support a team you are part of to cultivate a ‘green zone’ attitude. | **E4 LO4 Activity 4:** Re-establishing team roles |
| Balancing people versus task | Balancing People versus Task  Action Centred Leadership Model (Adair, 1997)   * Task – setting an achieving the team’s performance goal * Team – Building and developing an effective team * Individual – supporting individuals to achieve their full potential   Refer to Study Guide | 23 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 5**  Research Adair’s Action Centred Leadership Model.  Think about the role you play within a team that you have been, or are currently, a member.  How would you draw the circles in Adair’s Action Centred Leadership Model in proportion with your performance in each area? Change the size of the circles to represent your performance.  Can you identify one action in each area to improve your performance? | 24 | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 5:** Team roles |
| Review of session and learning outcomes |  | 25-26 | Listen |  |

### SESSION 13: Practical ways that collaborative work can be re-established (3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.2 | 27-28 | Listen |  | |
| Practical ways to re-establish collaborative working | **Debrief Homework Activity 5**  Share your research on Adair’s Action Centred Leadership and what actions you would take to improve your performance.  Facilitate the students to feedback their actions and highlight how it is a combination of Task, Individual and team functions whereby the student will focus on improving their skills, knowledge and experience in improving team performance. | 29 | Contribute to class discussion with own findings. Listen to others. |  | |
| Practical Ways to Re-establish Collaborative Working   * Team manager reminds team of contribution each team member makes to team * Importance to successful achievement of performance goal * Combination of skills, knowledge and experience creates dynamic * Makes success likely   Refer to Study Guide | 30 | Listen, ask questions and makes notes |  | |
| Facilitate **Class Debate** to bring out the following points:   * It is the combination of skills, knowledge and experience of all the team members * New team member might bring valuable expertise to the team * May challenge group think | 31 | **Class Debate**  Split class into two groups - one for and one against the proposal  10 minutes to prepare arguments  “This house proposes that new team members cannot possibly make a more valuable contribution than an existing member of the team.”  Contribute to discussion  Listen, ask questions and makes notes |  | |
| Acknowledgement   * Essential team manager makes time to support and acknowledge all contribution * Regardless of rank, sum of part delivers extraordinary * Acknowledge individual team members * Provide assistance * Ensure individuals have skills and training * Work with each team members on one-to-one basis * Identify development needs and close gaps   Early Intervention   * Differences which contribute to conflict include:   + Views and beliefs   + Personal preferences   + Different priorities   + Opinions on how things should be done * Address conflict at an early stage * Review differences at play * Monitor and proactively manage team relationships   Refer to Study Guide | 32-33 | Listen, ask questions and makes notes |  |
| **Brief Individual Activity 6**  Consider a time when you were in conflict with someone else. What was the ‘difference’ that contributed to the conflict? How could the conflict have been resolved sooner? What can you learn from that situation that would help you manage team relationship better in the future? (This document will be available in the online student resources.)  Roam the room, giving encouragement and/or constructive feedback where necessary. | 34 | **Activity 6**  Consider a time when you were in conflict with someone else. What was the ‘difference’ that contributed to the conflict? How could the conflict have been resolved sooner? What can you learn from that situation that would help you manage team relationship better in the future? | **E4 LO4 Activity 6:** Learning from conflict |
| Mediation   * Sometimes conflict cannot be resolved * Engage a specialist temporarily   + Individual coaches   + Full time intervention   + Air unresolved grievances * Team manager must remain impartial * Avoid siding with a particular party   Refer to Study Guide | 35 |  |  |
| Brief **Group Discussion 7**  Read Vincent Rousseau, Caroline Aubé, Sébastien Tremblay, (2013) "Team coaching and innovation in work teams: An examination of the motivational and behavioral intervening mechanisms", Leadership & Organization Development Journal, Vol. 34 Issue: 4, pp.344-364, (This document will be available in the online student resources.)  Mind Map how team coaching benefits the organisation in the study.  Facilitate Discussion drawing out:   * Fostering innovation * Improving team behaviours * Team goal commitment | 36 | **Group Discussion Activity 7**  Read Vincent Rousseau, Caroline Aubé, Sébastien Tremblay, (2013) "Team coaching and innovation in work teams:  Mind Map how team coaching benefits the organisation in the study.  Contribute to discussion  Listen, ask questions and makes notes | **E4 LO4 Activity 7:** The benefits of team coaching |
| Celebrate Progress  Celebrating success is often relegated to an activity, which would be good if the team had time.   * Plan ways to celebrate progress and maintain motivation * Create meaning rewards * Be consistent in recognising contribution * All achievements should be celebrated and shared.   Refer to Study Guide | 37 |  |  |
| **Brief Homework Activity 8**  What is the impact on individual motivation and team performance of not celebrating success? Justify your answer. | 38 | Listen and ask questions as necessary  Individual activity as homework | **E4 LO4 Activity 8:** Impact on team performance of not celebrating success |
| Review of session and learning outcomes | Refer to summary in Study Guide | 39-40 | Listen |  |